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ABSTRACT

The Materials Acquisition Project (MAP) was founded in 1970 under E.S.E.A. Title VII to collect educational materials published in Spanish- and Portuguese-speaking countries for assistance and use in bilingual education programs in the U.S. MAP believes in parity in all aspects of bilingual-bicultural education and offers guidelines for such an ideal program. In Section I, a revisions program is described which aims to help publishers produce materials in keeping with linguistic and cultural aims and suitable for U.S. schools. Cultural, political, racial, religious, sexual and social biases frequently found in Spanish educational materials are noted. Considerations for the development of instructional materials in Spanish for the U.S., definition of the educational process, reflections on the future of bilingual-bicultural education and general guidelines for curriculum development are also discussed. Section II deals with state guidelines for adoption of instructional materials. The main part reviews California and Texas policy and specifications for textbook selection and evaluative criteria, laws, calls for bids on materials, and requirements for materials in various school subjects. Section III reviews federal and state decrees affecting bilingual education. (CHK)

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MANUAL FOR THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS RELEVANT TO THE NEEDS OF U. S. SPANISH-SPEAKING STUDENTS

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U.S. DEPARTMENT OF HEALTH,
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MANUAL FOR THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS RELEVANT TO THE NEEDS OF U. S. SPANISH-SPEAKING STUDENTS

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SAN DIEGO CITY SCHOOLS

Fiscal Year 1974 - 1975

MANUAL FOR THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS RELEVANT TO THE NEEDS OF U. S. SPANISH-SPEAKING STUDENTS

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SECTION I

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FOREWORD

The revisions program of the Materials Acquisition Project was initiated in August of 1973 for the purpose of presenting to publishers participating in the effort an informative product based on written data obtained from bilingual teachers who made use of foreign instructional materials in Spanish, on the input of consultants, and on criteria established by state agencies dealing with curricular materials. The hope was that this document would be useful for the development or creation of materials that would be relevant to the needs of U.S. Spanish-speaking students.

This project was undertaken because the foreign materials, in their present form, reflect social, cultural, and linguistic patterns that often are alien to U.S. Spanish-speaking students.

The data obtained through a field-testing effort carried out by MAP during fiscal years 72-73 and 73-74 indicate that these materials have a relative validity if used as supplementary or resource materials, but not, except in very rare instances, as basic materials for U.S. bilingual classrooms.

The MAP Revisions Department carried out an additional field-testing effort during fiscal years 73-74 and 74-75 in order to ascertain specifically what changes were recommended for each item of the materials of the publishers participating in revisions.

The study herein presented includes background material, documentation, and specific recommendations.

MAP BACKGROUND

Considering in retrospect the directions that MAP took from year to year since its founding in the summer of 1970, we observe that its objectives evolved concurrently with circumstances, becoming each time more comprehensive, complex, and refined. Its fundamental purpose never changed, but the plans of action that were followed en route to these altered objectives have veered and diversified. To further the availability of educational materials in Spanish and Portuguese and to support the federal effort to establish bilingual education in the country continues to be the predominant directive that drives the project.

At one time it was believed that a search to obtain educational materials published in Spanish- and Portuguese-speaking countries would result in little benefit, since previous relatively unproductive searches had been made, and since it was conjectured that the content of the few items that could be found would not be based on educational theories and methodologies acceptable in this country. The project gathered a collection of some 35,000 samples of educational materials in Spanish and Portuguese, many of which rival the best U.S. materials.

It should be said that the acquisition trips were made in propitious years, when a general educational reform began to be reflected extensively in the format, illustrations, and content of texts and books for children, when the production of educational materials was reaching an unprecedented success.

It had been thought at that time that a preliminary selection would be made abroad before the purchase of samples, that only selected items would be sent to MAP, where they would be annotated in a comprehensive bibliography. It turned out that the MAP coordinators who made the acquisition trips were confronted with thousands of quality samples and, given the little time at their disposal, they decided that an equitable and adequate selection could be made only in the project offices with throughness and care. They proceeded to buy what was available, concluding that in this manner they also would be providing an ample base of sample materials.

Ultimately the process of selecting acceptable materials was placed, as part of a program of field testing, in the hands of the teachers of the bilingual classes that were being established in the country. Data would be collected that would indicate not only which samples would be acceptable but also those that would have the greatest validity and value for bilingual education in the United States and that could continue to be used in the future.

It was judged that this process of selection and evaluation would be more objective, practical, and impartial. At the time, also, it supplied an additional rationale for the immediate supplying of bilingual classes with materials coming from foreign countries.

When it was begun, the MAP field-testing program sent the materials directly to the Title VII program directors. This practice did not permit the MAP coordinators who were familiarizing themselves completely with the materials to have any contact with the teachers who were using them. The coordinators could not transmit their knowledge, and the teachers could not personally choose the materials most appropriate for their classes. Therefore, the project opted to start workshops to which participating teachers from throughout the nation would attend.

Never was it thought in the first years of the project that foreign educational materials would be utilized indefinitely. It was hoped that in four or five years domestic publishers would begin to publish series and sets of texts and books in Spanish and Portuguese in such quantities that they would supply the bilingual classes of the country at an adequate level. Five years passed, and still it was not perceived that the large domestic publishers were making concentrated preparations for the production of new series of texts and books for all subjects and school levels, series strictly relevant to the bilingual-bicultural effort. The small ones that were publishing books of this nature were producing neither a significant variety nor quantity.

Having established, by means of the study of the evaluations obtained from the participants in the field-testing program of the 1972-73 fiscal year, that the materials acquired by MAP have definite utility and validity in the bilingual classes of this country, in such a manner that the continuation of their use as supplementary and resource materials could be recommended; and having established that the international and Hispanic or Lusitanian character of the materials enriches the bilingual-bicultural environment, then the possibility was conceived that some of the foreign publishers would be interested in publishing revised editions adapted to the needs of the Spanish- and Portuguese-speaking students of the United States, or in creating new strictly relevant editions.

Although contacts have been made with Lusitanian publishers and dealings with them are expected to continue, initial meetings and efforts were started with Hispanic publishers. As a result of these meetings an agreement was reached by means of which MAP will present recommendations for revisions or for the creation of new materials to 24 Hispanic publishers - 16 Spanish, three Mexican, one argentine, one Colombian, one Costa Rican, one Peruvian, and one Venezuelan. These recommendations will be based on: 1) specific evaluations of their materials by teachers of bilingual classes of the nation, and on 2) criteria developed by state agencies. In turn the publishers will take these recommendations into account to prepare adapted or new editions. Preliminary data have already been presented to publishers.

One French and twelve domestic publishers have requested to participate in this effort to produce strictly relevant materials. It is not expected that domestic publishers will displace the Hispanic publishers, above all because, though it might happen that they could begin to publish abundant materials in Spanish, there is no guarantee that they could give them the distinct Hispanic character that is needed, not that their materials would be automatically preferred.

It is hoped that someday adequate quantities of both domestic and foreign materials will be available for the bilingual-bicultural effort.

The reason it is necessary to publish adapted or new editions is obvious: with the exception of a few cases the materials acquired by MAP were not created specifically for the Spanish-speaking students of this country. If they have to be utilized as basic material, it is necessary that they reflect the cultures of these students and that they be written in a Spanish that is generic but infused with the common forms that these students employ to express themselves. Frequent use of glossaries will have to be made.

In addition to not reflecting the cultures and the historical developments of the Spanish-speaking people of the U.S., the foreign materials frequently contain certain aspects and tendencies, certain biases that should be eliminated. These aspects occur in reference to religion, to politics, to social planes, to sex, and occasionally to the human races.

With regard to the aforementioned annotations of materials, when thousands of samples started to arrive at MAP, it became evident that the plan to make a uniform, comprehensive bibliography was not practical, since outstanding materials were received that required review in a detailed and highlighted manner. The regular and concise format of the bibliography that had begun to be compiled did not lend itself to doing descriptions tailored to the quality of the materials. Neither did it lend itself to making recommendations for their use, nor to citing the success obtained by their use, when they had already been utilized in class.

Moreover, the commercial distributors of these materials began to publish catalogs with brief annotations describing them, duplicating what was being done at MAP.

For these reasons a review began to be published in which outstanding materials would be highlighted. And instead of allowing only one team of editors to write the descriptions, it was decided that the very teachers who were utilizing the materials should write the articles featuring the materials. Thus interest would be fostered among the bilingual teachers of the country. This was the origin of Materiales en Marcha.

The evolution of MAP was influenced to a certain degree by the evolution of the philosophy on which bilingual-bicultural education is based in the U.S.; but also at times it has influenced this philosophical evolution.

As it happened, in the beginning in many places it was argued that the Spanish to be utilized in bilingual classes ought to be only the Spanish of the barrio, or, at least, only the dialects spoken by the largest groups of Spanish speakers of the country.

At MAP it was understood early that in regard to the educational mateirals this would not be feasible, being that it would be neither economically nor practically possible for the publishers to create limited editions in different dialicts. But it was also understood that to restrict the Spanish in any manner would have as a consequence the annihilation of the parity that should exist between the two languages and the two cultures to be featured in the bilingual-bicultural classes dedicated to Spanish and English. MAP became a standardbearer of a philosophy that requires parity in all aspects of bilingual-bicultural education.

If English and another language are to be taught to the students of bilingual programs from their preschool years, there is no legitimate reason to believe that they will not end up speaking the other language, just like English, in a generic manner. Neither is there legitimate reason to believe that they will not be offered the opportunity to be enriched by the entirety of literature written in the other language, just as it is offered to them with the literature in English.

Bilingual education completed in the most propitious and genuine conditions will develop people who will speak two generic languages with facility and who will be completely conversant with the contributions and values of two cultures.

This is not to say that barrio dialects will cease to be used. Bilingual teachers will have to have clearsightedness to foster the appreciation and preservation of dialects at the same time that generic languages are being taught.

Reflections on the parity that should exist in bilingual education inevitably led the personnel of MAP to consider the indispensable standards for an ideal bilingual-bicultural educational environment. The ideal program for the U.S. would be one that:

> would include a similar number of two groups of students, one whose mother tongue would be English, the other whose mother tongue would be another language;
>
> would permit the total maintenance of the two languages from prekindergarten to the university;
>
> would place emphasis on the contributions and values of the two cultures involved and in the other cultures of the world;
>
> would grant, in its totality, the same portion of time and the same treatment to each language;
>
> would provide for each student a teacher who would teach only English, and another who would teach only the other language;
>
> would teach the students to function fully in two languages and would prepare them to live effectively in a multilingual-multicultural society.

The practice of establishing bilingual classes with a monolingual English-speaking teacher and a bilingual aide destroys the parity that should exist between the two cultures and the two languages. To maintain parity and provide models for the two languages a very simple process could be followed: one class could be made of two, with one teacher teaching only in English, and another teaching only in the other language. This is already being done in different places. It is possible then to continue using aides without additional expense to the school districts.

These determinations that were made at MAP, that without doubt have been made in other places, unavoidably influenced the teachers who came to attend workshops, and unavoidably will affect the course that bilingual education will take in this nation.

With regard to the nation in general, an ideal program is still far from being reached, since right now thousands of teachers fluent in languages other than English are needed; relevant educational materials in these languages are also needed, of the quality of and in the same quantities as the materials in use in English; and agreement is needed about the program to use as a model and about its curricula and methodologies.

OBJECTIVES OF THE REVISIONS PROGRAM

Inasmuch as foreign instructional materials in Spanish were not created to meet the needs of U. S. Spanish-speaking students, it is obvious that they require adaptation if they are to be used for basic education in this country. A field-testing study conducted by MAP during FY 72-73 and FY 73-74 indicates that the materials have definite value, as they are, as resource or supplementary materials. MAP recommends that they be used only in this manner until adaptations are made or until new sets and series of instructional materials are produced specifically to meet the needs of U. S. Spanish-speaking students. Revised or new editions should enable these students to understand and appreciate their Hispanic cultural and linguistic heritage.

It is imperative to recognize that materials prepared for the subjects of mathematics, science, language arts, and fine arts are not presented or assimilated by the student in a vacuum. Since these materials not only help the student develop skills in decoding academic content in all subject areas, but also affect the student through the cultural and linguistic symbols that he or she internalizes, it is essential that these subject skills be linked up with positive symbols of the students' environment and culture. Along with the needs for a positive self-image it is necessary that students be exposed to the concept of a pluralistic society and thus to cultural diversity (This reality is especially relevant in reference to the Spanish-speaking groups of this nation.) The concept of a pluralistic society may be developed and reinforced in print as well as pictorially. Besides conveying these positive attitudes and ideas throughout the content of instructional materials it is indispensable that extensive use be made of glossaries to accomodate the various linguistic groups that give a rich variety of expression to the Spanish used in the U. S.

It is absolutely necessary that publishers focus their attention carefully on teacher's guides in order to help educators develop and become better acquainted with the practical significance of sound pedagogical theory. Low teacher expectations as concerns the Spanish-speaking student makes this an item of priority. There is an evident need to include variations of inquiry approaches to be used by teachers where the student is required to think of alternative solutions to specific problem situations. It has been observed at MAP that many teachers feel disoriented with regard to what constitutes bilingual education, its philosophy, objectives, and organizational models, and that they need very definite guidance concerning the proper use of materials in a bilingual setting. This should impel publishers to initiate a systematic and comprehensive study for affirmative changes in their existing materials or the creation of new ones.

It is tragic that in many instances teachers have been taught to blame the victims, in this case the Spanish-speaking students, for their underachievement. The reasons put forth to support this assumption are varied, but in most cases they rest on myth formulations conceived out of theoretical constructs which perceive a "culture of poverty" that predisposes them to failure. These children are considered incapable of bringing to the learning situation any qualities of a positive nature. They are perceived as being physically oriented, lacking a stable family, with a low frustration tolerance level and a lack of a high sense of motivation or purpose. Publishers must be made aware of the importance and the role that teachers' guides play in perpetuating these untenable stereotypes. Teachers' guides should be structured to focus on those areas of strength rather than weakness that the student possesses and brings to the learning situation. These include language, culture, and a multitude of other relevant environmental factors.

Because the present MAP collection of Spanish materials, copies of which are being used in some 266 U. S. bilingual sites, was obtained from Latin America and Spain, it was assumed that the linguistic and cultural context presented by them would often be alien to U. S. Spanish-speaking students. The materials not only have cultural biases but also contain certain political, religious, social, sexist, and racist biases that appear frequently in illustrations or written passages.

It became necessary to develop a criteria for defining these biases, with examples to illustrate them. Since some biases are readily recognizable and can be pointed out easily to publishers, documentation was sought and kept at the Revisions offices for those areas which may be alien to foreign publishers and need support from scientific and/or social research. The documentation is available during interviews.

In the summer of 1973 a Curriculum Adviser (Chicano) was hired and the revisions program was initiated. It was decided that the records of materials placed for the 1972-1973 and 1973-1974 field testing program would be analyzed to determine how many teachers by project had selected materials from the publishing companies that were participating in the revisions effort. From the feedback accumulated through field testing sufficient data was gathered to develop an evaluation sheet for teachers to annotate biases and weaknesses found in the materials.

It was found that because participants to MAP workshops selected their own materials a considerable number of the publishers participating in the revisions program had little, if any, of their materials being field tested. In order to fill these gaps and obtain feedback in four basic elementary school subjects: language arts, fine arts, science and math, a program of purchasing materials from these publishers through distributors was begun, and materials were provided to bilingual sites for the purpose of obtaining recommendations for revisions.

Visits were made to Title VII bilingual projects in the Southwest, sites were chosen for participation, conferences were held with project directors, resource teachers, and classroom teachers, for the purpose of explaining the revisions program as well as the questionnaire regarding needed revisions.

A second Curriculum Adviser (Puerto Rican) was hired in the latter part of November, 1973. Visits to the Northeast were initiated, and the first deliveries of materials were made. Many of the sites visited had a very amorphic idea of what bilingual education is and often had structured their programs on a compensatory, transitional framework. Evaluation forms were sent to Title VII directors of projects that would participate in the revisions effort, teachers were chosen, materials were placed, and feedback began arriving in May, 1974.

Some of the problems encountered by the Revisions Program with the placement of materials came about in part because of late deliveries. Many orders were received too late to be evaluated in the classroom during the spring semester of 1974. Many teachers opted for introducing the materials at the beginning of September, 1974.

In this effort to make instructional materials in Spanish culturally and linguistically relevant to the needs of U. S. Spanish-speaking students, the Revisions Department fosters the publication of K-6 textbook sets in four basic elementary subjects already mentioned: language arts, fine arts, science and math. The success of this revisions program is essential if Spanish-speaking students in the U. S. are to have at their disposal materials that will enable them to understand, appreciate, and develop pride in their cultural heritage. Implicit in this objective is the necessity to provide these students with materials that will contain learning activities which will help them develop to their fullest potential.

Accordingly these materials should provide for:

1. Language arts activities that make possible the systematic development of the students' interpreting, decoding, and recognition skills, and the use of their native language, as well as appreciation of their culture and others.

2. Fine arts activities that instill in the students an awareness and pride in the wide range of folklore and musical traditions of their culture. These must provide for the development of motor skills through hand manipulation, as well as through traditional singing games in Spanish, and through folkloric dances.

3. Science and math skills that will help the students develop an understanding of and an ability to cope with their environment.

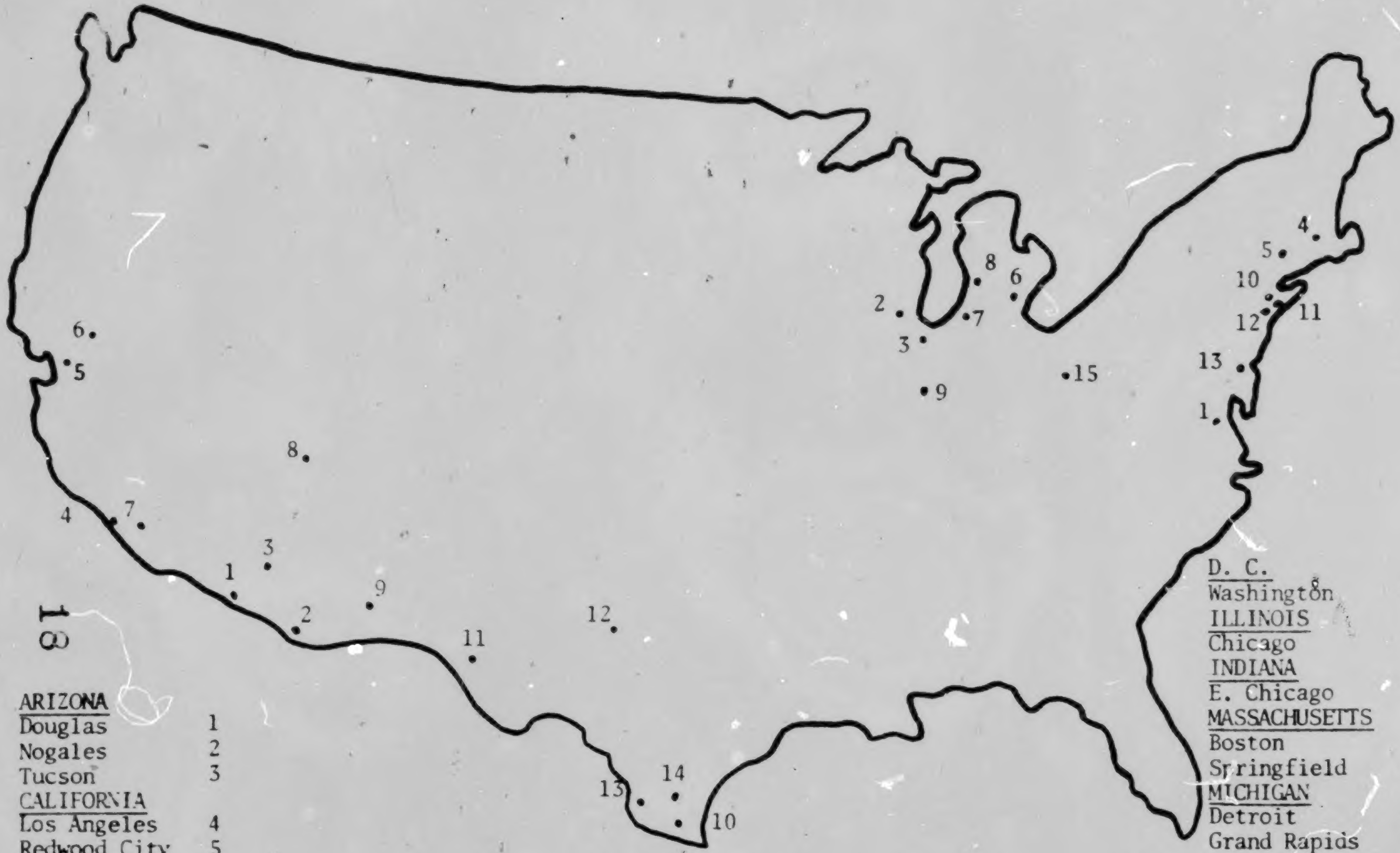
Although the present MAP collection of materials does not meet the provisions heretofore stated, some of these materials have been of invaluable use to bilingual-bicultural education projects throughout the U. S.

As mentioned before, the data needed to make these revisions possible is being tabulated from suggestions made by teachers who are field testing these materials in bilingual-bicultural projects throughout the U. S.

The reaction of the teachers who have received and used the MAP materials has been decidedly favorable. Yet a favorable reception to the MAP materials does not mean that they are specifically relevant, particularly when it comes to geography, history, social customs, and vocabulary.

The Revisions Department's plan, if it works, will lead to the creation of textbooks whose contents are totally acceptable to U.S. Spanish-speakers and that are written in generic Spanish, featuring vocabularies commonly used in this country.

SITES FURNISHING FEEDBACK TO THE REVISIONS DEPARTMENT



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Lorain	15

A SET OF CRITERIA TO BE CONSIDERED WHEN REVISING EDUCATIONAL MATERIALS IN SPANISH, WHICH DEFINE CULTURAL, POLITICAL, RACE, RELIGIOUS, SEX, AND SOCIAL BIASES

1. Cultural Bias

Other than the obvious tendency to debase one culture as opposed to another, cultural bias can be defined as:

> Any method used by a writer or artist, whether by illustrations or written passages, through which continual elaboration is made of the typical patterns of human behavior of a given group.

2. Political Bias

Other than the obvious tendency to debase one political belief as opposed to another, political bias can be defined as:

> Any method used by a writer or artist, whether by illustrations or written passages, through which any authoritarian figure is presented as the sole decision maker, or through which the body politic of a nation is presented as the overall authority in all matters, including social, moral, educational, and even religious matters.

3. Racial Bias

Other than the obvious debasing of one race as opposed to another, racial bias can be defined as:

> Any method used by a writer or artist, whether by illustrations or written passages, through which equal treatment is not given to different racial groups or through which identification of non-white groups is done by such means as putting color over white facial features, or by stereotyping through caricature; or through which there is favoring of only one race, by means such as the constant featuring of blond blue-eyed fair-skinned people in illustrations.

4. Religious Bias

Other than the obvious tendency to debase one religious sect as opposed to another, religious bias can be defined as:

Any method used by a writer or artist, whether by illustrations or written passages, through which there is proselytizing or continual elaboration of the beliefs of a given religious sect.

5. Sexual Bias

Other than the obvious tendency to debase one sex as opposed to the other, sex bias can be defined as:

Any method used by a writer or artist, whether by illustrations or written passages, through which the role of females in society is depicted as passive, with little other occupational choice than motherhood, and males are presented as masterful, active creatures to whom females have to go for the solution of problems.

6. Social Bias

Other than the obvious tendency to debase one social group as opposed to another, social bias can be defined as:

Any method used by a writer or artist, whether by illustrations or written passages, through which only the nuclear family with middle-class values is depicted as representative of the total or best or best lifestyle, or through which non-whites are always shown in poverty environments.

EXAMPLES OF BIASES

FOUND IN FOREIGN EDUCATIONAL MATERIALS IN SPANISH

1. Sexual Bias

   a. In 199 pages one foreign publisher had 88 illustrations depicting male characters, 5 illustrations depicting female characters, and only 2 illustrations depicting both male and female characters.

   b. A high percentage of foreign materials in Spanish depict girls in stereotyped roles such as:

      illustrations showing a consistent pattern of the father working and of the mother cooking or taking care of the children, of the father reading the newspaper while the mother puts the children to sleep, knits, or cleans.

      passages that ask: "What does your father do?" as opposed to "How does your mother occupy her time?"

      illustrations showing boys helping their father and girls helping their mother.

      stories that propagate the concept that women are witches and stepmothers are mean: Hansel and Gretel, Snow White, Cinderella.

      illustrations propagating the concepts that boys are mechanically inclined, masterful, superior to girls (whose only purpose in life is to prepare for motherhood) and that girls are passive, naive, pretty, and humble.

   c. One foreign publisher had four women authors as compared to 78 male authors in its literature section. None of the four women is Spanish American or Spanish.

   d. One foreign textbook contains the following passage: "The girls ate like women, the boys carried a conversation like some men do."

2. Racial Bias

   a. A high percentage of foreign materials in Spanish contain an over-abundance of illustrations depicting children with fair skin and blond hair.

b. Foreign publishers frequently depict Jesus as a blue-eyed blond.

c. One foreign publisher illustrates children playing cowboys and Indians (feathers, bows, arrows, painted cheeks), propagating animosity between races.

d. One textbook contains a passage that makes the statement: "Indians navigate in canoes." This is not universal among Indians.

e. Specific examples of nonsensitivity to ethnic groups in books examined at MAP. One popular poem reprinted by several companies, "Coplas de Cuna para un Negrito" includes these stanzas:

> "Este niñito
> tan negro es
> que cuando llora,
> llora café.

Perpetuation of the myth that the black race is biologically different.

> Si se desvela
> mi niño negro
> que es niño blanco
> soñara luego."

Fomentation of contempt for a race.

Other examples of nonsensitivity to ethnic groups in language texts, as underlined by the editors of this document:

> "China es un país muy lejano...
> Allí viven los chinitos, que
> tienen la piel color amarillo
> y los ojos oblicuos.
>
> Muchos sólo comen arroz
> lo comen con palillos, haciendo
> bolitas con los granos de arroz."

Stereotyping of the physiognomy and the culture of an entire nation of people.

> "Elo es un niño esquimal...
> Vive con sus papás en una casa que
> parece un huevo muy grande."

Omission of scientific fact that indicates insensitivity toward the Eskimo.

f. One foreign publisher has translated the story of Uncle Tom. This story depicts the kind-hearted master, Mr. Chelby, who due to economic reasons has to sell his trusted slave. The story is continued later in the text under the title "Uncle Tom's New Master."

3. Religious Bias:

a. Several texts have illustrations and written passages through which the student learns the function of the Catholic priest, including the administration of the sacraments; one has an illustration depicting an old man in his deathbed and a Catholic priest by his bedside invoking the ritual to prepare people for death. These practices are carried through several grade levels in the series.

b. Some texts contain illustrations depicting Catholic priests in their high mass vestments. Exercises require students to learn high mass procedures and the significance of religious vestments used by priests.

4. Political Bias:

a. There are foreign texts with stories dealing with a king as the sole figure of authority, with the power to determine the fate of people. Military figures are idealized.

b. One text contains a five-page story which depicts the king as the absolute ruler and decision maker. "La Guardia" executes his commands.

c. Some foreign texts place too much emphasis on patriotism through illustrations depicting war conditions; a 14-year-old boy, whose leg has been amputated, is being congratulated for heroism above and beyond the call of duty.

5. Social Bias:

a. Foreign texts often depict the nuclear family with middle class values as the sole model for family structure.

b. The nuclear family concept is always depicted with the father, mother, one boy, one girl and a dog and a cat.

c. Many illustrations depict food and attire that are common only to middle class families.

d. Some texts stereotype certain social groups through illustrations depicting a man and a woman working together in the fields.

e. Social classes are often depicted through racial biases, making dark people poor, hungry, ignorant, and in need of help. Example from "El Compañero Negrito":

> "Mateo es de una familia pobre;
> su padre trabaja de ayudante de un
> carpintero y su mamá es cocinera;
> pero son personas muy decentes.
>
> Los niños y las personas de color
> merecen nuestro respeto, y nuestra
> ayuda, ellos son nuestros amigos.

Intolerable attitude that presumes that the poor tend to be indecent and that blacks need the help of other races.

CONSIDERATIONS ON THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS IN SPANISH FOR U. S. SPANISH-SPEAKING STUDENTS

Rafael M. Fernández

The first consideration on planning for the nature of the language to be used for creating educational materials in Spanish for U. S. Spanish-speaking students is the nature of the language that these students speak. Educational materials must be developed with universal axioms of education fully in mind, and one of these is that educators must recognize the worthiness of the knowledge and skills students bring to the learning situation, in order to foster student self-esteem, and in order to effectively take advantage of all factors to stimulate the learning process. The Spanish of the educational materials must, therefore, include the vocabulary and the distinctive patterns of the language of the students; just as the subject content and illustrations must reflect their culture and their general appearance. In this manner the students can relate the content to their own experience and can more readily understand it.

A positive self-image cannot be nourished in students with educational materials that are not relevant to those students in language and in content. Since learning potential depends vitally on a positive self-image, the relevance of educational materials is an indispensable necessity.

The second consideration to take up on planning for the aspects of the Spanish to be used on producing instructional materials for U. S. Spanish-speaking students is the overall goal to be attained by these students with regard to language skills. No less than total fluency in the native tongue, as well as in English, should be acceptable to bilingual educators as the ultimate goal toward which students should strive. Total fluency means the ability to speak and to write in the native major dialect, as well as in English, with facility. For the Chicano this would mean mastery of Mexican Spanish as it is spoken in Mexico as well as in the U. S. For the U. S. Puerto Rican it would mean mastery of Puerto Rican Spanish as it is spoken in Puerto Rico as well as in the U. S. For the U. S. Cuban it probably would mean simply mastery of Spanish as it is spoken in Cuba. Any further knowledge of Spanish other than that of the major native dialect may perhaps be desirable as an erudite enhancement but is not essential for total intra- or interdialectical communication.

The third consideration on determining the nature of the Spanish to be used in educational materials for U. S. Spanish-speaking students is the varied nature of the Spanish language itself, as well as the extensiveness of its base of commonality. Contrary to the fallacy propagated in the U. S. that Castilian is a "superior" language intrinsically different from "common" Spanish, there is only one language, which throughout the Spanish-speaking world is called either castellano or español, the names are synonimous. There are regional lexical variations in the dialects used by the different Spanish-speaking groups. There also are a few differences in the manner in which certain letters are voiced, and some differences in the tonemic quality of speech. Basically, however, the vast body of the Spanish language is used in common by the different groups, and syntax is always the same. On reviewing the elements common to the dialects of Spanish, Seda Bonilla concludes:

> Perhaps we could say that speakers of these dialects understand each other more easily than speakers of English dialects; let us say Cockney and the dialect of Southern United States.

As an index for the creation of educational materials, the nature of the Spanish language suggests three alternatives: 1) that emphasis be placed on using primarily generic Spanish, the body of language that is used in common by the different Spanish-speaking groups; 2) that emphasis be placed primarily on highlighting the regional lexical variations; or 3) that emphasis be placed on making extensive use of both the generic language and the regional lexical variations.

The fourth consideration on planning for the character of the Spanish to be used in educational materials for U. S. Spanish speakers is economic reality. If the textbooks in Spanish to be used in bilingual programs are to be at a par with textbooks in use in English, in quality and quantity, large-scale commercial production must enter the picture. This does not mean that the materials in English are quality materials. They, as well as the existing foreign materials in Spanish, have biases that are unacceptable.

Obviously it is not economically feasible for large publishing houses to produce series of basic textbooks for each U. S. Spanish-speaking locality, emphasizing lexical peculiarities. It may, however, be economically feasible for them to produce basic textbooks for each of the three major groups: the Chicano, the Puerto Rican, and the Cuban. It definitely is more feasible to produce basic textbooks that all groups could use. Foreign publishers, who have been interested in the U. S. Spanish-speaking market since bilingual education first began to be instituted, have not been willing to consider production for each of the major groups separately, especially since bilingual education still is not sufficiently widespread and solidly established and lacks a broadly recognized philosophical base, and since they realize that eventually they will have to be producing in competition with domestic publishers.

This means that the most feasible alternative for now is the alternative of producing textbooks that make extensive use of both the body of language held in common by these groups and their regional lexical variations. Thus, texts would be produced fundamentally in generic Spanish, but extensive use of glossaries highlighting lexical variations would be made.

The fifth consideration on planning for the character of the Spanish to be used for educational materials for U. S. Spanish-speaking students is the nature of the subject matter to be presented. The extent to which local culture must appear as part of the subject matter to a great degree will determine the extent of the use of regional lexical variations within each text. For example, it will be imperative that social studies texts precisely reflect the society they study. In the early grades this society is the local community, the barrio. Primary social studies texts should extensively contain the lexical variations and the expressions peculiar to the barrios. At the upper grades, the language of the social studies texts can become more generic as the societies studied become more universal. Math texts, on the other hand, will not be as vitally related to local culture as social studies texts. Of all the subject areas, math will probably contain less emphasis on regional lexical variations. Although it may be possible for publishers to produce math, science, language arts, and even fine arts texts in generic Spanish, with extensive use of glossaries highlighting regional lexical variations, it would be foolhardy for them to venture into the field of social studies. This subject area must be left to the Chicanos, Puerto Ricans, and Cubans who have experienced the typical mode of life of their respective peoples. Social studies texts must be created by those who are intimately aware of the realities, the needs, and the lifestyles of the societies depicted.

In essence, if only the needs of the students could be considered, and not economic necessity, it would be best if the educational materials for U. S. Spanish-speaking students could be produced in several versions, each specifically relevant to a particular group. There would then be basic textbooks specifically relevant to Chicanos, others specifically relevant to Puerto Ricans, others to Cubans, etc. The production of basic textbooks in generic Spanish, with glossaries for lexical variations is a second choice required by economic necessity. It becomes possible in light of the nature of the Spanish language. At the lower grades it becomes a more precarious choice; extreme care must be exercised to insure that the local culture of each U. S. Spanish-speaking group of students is fully reflected through units, stories, and selections dedicated solely to each group and through the extensive use of glossaries. At the higher levels the choice is less precarious.

There is one value to having the texts produced for common use, as outlined: each group would become acquainted with the customs and lexical preferences of the other groups; and this could help promote appreciation for cultural diversity, as well as for cultural similarities, and could afford the students a highly enriching experience.

There is one final consideration to take up on planning for the character of the Spanish to be used in educational materials for U. S. Spanish-speaking students, and that is the nature of the bilingual setting itself. If eventual discrimination against one of the languages and cultures is to be avoided, it is evident that overall in a bilingual program, comprising K to 12 or K to the university, equal time and treatment must be given to the two languages and cultures of the program. That is to say, that even if in the early grades a greater proportion of time is given to the native tongue, after a certain period a fifty-fifty proportion between the native and the second language should be attained and should be continued throughout the rest of the school years. Since two native and two second languages should exist in the program, the overall result would be that equal time would be offered to each language, as well as to each culture. Such a procedure would tend to insure the development of full coordinate bilingual students.

It is almost a foregone conclusion that in the U. S. bilingual programs will offer, from K to 12 or K to the university, the full gamut of the English language, including literature in the different dialects. This will open to students the opportunity to become thoroughly versed in the history, literature, and culture of English-speaking peoples. By the same token, to maintain the parity that must exist between the languages and cultures of a bilingual classroom and provide the students the same opportunities in Spanish, they must be offered the full gamut of Spanish, including literature in its dialects. Thus, the students will also have the opportunity to delve into the history, culture, and literature of hispanic societies, and into the records of Indian history and culture that have been preserved in the Spanish language.

To recapitulate, the following conclusions are listed:

I. Conclusions based on general educational principles:

   1. The Spanish of educational materials for U. S. Spanish-speaking students must include the lexical variations and the distinctive patterns of the dialects of the students.

   2. The subject content and illustrations of educational

materials for U. S. Spanish-speaking students must reflect their cultures and their general physical appearance.

3. Total fluency in the native national dialect of the student, as well as in English, must be the ultimate goal in bilingual education with regard to language skill acquisition.

II. Conclusions based on economic realities and on educational principles:

1. Large-scale commercial production is necessary if sets and series of textbooks in Spanish for U. S. Spanish-speaking students are going to match sets and series of textbooks in English in quantity and quality.

2. Basic textbooks will not be produced at this point in different versions for the different U. S. Spanish-speaking groups; instead large-scale publishers are producing and evidently will continue to produce educational materials for common use by all U. S. Spanish-speaking groups.

3. The vast body of the Spanish language is used in common by the different groups of U. S. Spanish-speakers, making possible the production of texts written in generic Spanish, but extensively highlighting regional lexical variations.

4. Texts to be used in common by different Spanish-speaking groups must fully reflect the culture of each group, not only through the extensive use of regional lexical variations but through units, stories, selections, and sections dedicated solely to each group. This will apply particularly to reading and language arts texts.

5. There is a progression relating to the degree that culturally significant content must appear in subject matter, which from the subject requiring the most to the subject requiring the least could read as follows: social studies, reading and language arts, music and fine arts, science, math.

6. Social studies texts must be created only by those who are intimately aware of the realities, the needs, and the lifestyles of the societies depicted.

7. At the lower grade levels it is more vitally critical that texts fully reflect the local and regional dialect

and culture than at the higher grade levels.

8. If used to appreciate cultural diversity, as well as cultural similarities, texts written in generic Spanish and highlighting regional lexical variations could afford students a highly enriching experience, providing them with the opportunity of appreciating the totality of their historical and cultural heritage.

A recommendation that all texts be subjected to the careful scrutiny of bilingual teachers is of importance at this point. These teachers and their students should be the final arbiters of the actual relevance and value of educational materials in Spanish. It is the hope of this author that they will become increasingly sensitive to materials that are not relevant, as well as to those that wittingly or not present any form of bias, be it racial, sexual, religious, political, or social.

PROLOGUE TO CARLOS RIVERA'S NARRATIVE "AQUI TOY"

A point of view - Eduardo Seda Bonilla

In The Laberynth of Solitude, Octavio Paz describes the Pachuco adaptation to the Anglo environment in the following words:

> Their attitude reveals an obstinate, almost fanatical will to be, but this will affirms nothing specific except their determination. It is an ambiguous one, as we will see - not to be like those around them. The Pachuco does not want to be a Mexican again; at the same time he does not want to blend into the life of North America. His whole being is sheer negative impulse, a tangle of contradictions, an enigma.

The enigma becomes resolved when we encounter identical responses in El Men*, which is as paradoxical an adaptation as that of the Pachuco: marginal to the Spanish-speaking community, as a result of having gone through a process of enculturation, which supposedly turned him into an English speaker, and marginal to the English-speaking community, where under racist optic he is perceived as a Puerto Rican. Once he is placed in this category, El Men finds his identity in vacilation, with irreverence and negativism towards all that which signifies or is identifiable with the cultural schemes from which he is excluded.

Another point of view - MAP

The enculturation to which Spanish speakers are exposed in the U. S. can be perceived in various ways. In accordance with what Dr. Eduardo Seda Bonilla writes above, a Mexican or a Puerto Rican anthropologist perceive it as a process of alienation that creates marginalized individuals who do not function within traditional social patterns and who, therefore, do not function positively. Another possibility exists: that this negativism of which Paz and Seda Bonilla speak is the first phase of a positive process.

It must be noted that autoidentification in itself is a positive step, since only by means of autoidentification can one begin to claim that to which one is entitled. The gains that U. S. Spanish-speakers have achieved are based to a great extent in the initial rejection of intolerable patterns and on autoidentification as a sui generis group that demands that validity be given to its own patterns of life. These patterns may include, independently, elements of both cultures that have forged the group, or a synthesis of these.

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*El Men is the term which is utilized to identify individuals of Puerto Rican origin that have suffered a radical process of enculturation that has alienated them to such a degree that they do not function either as Puerto Ricans or as Anglos.

The trick is to transcend the initial stage of vacilation and to plan and implement the positive means to attain effectiveness as a unique group.

Mr. Rivera's narrative is included herein to give a palpable example of what has occurred to a Spanish-speaker who has had to live under cultural patterns contrary to his native heritage. He was not allowed to develop his language skills in Spanish, nor was he educated adequately in English.

Mr. Rivera apparently does not function within traditional Anglo or Puerto Rican patterns. Perhaps within the new U. S. Spanish-speaking group that is gaining awareness some day he will function quite effectively.

relato de Carlos Rafael Rivera

aquí toy

Tú me va disil a mí, brou, que yo debo tudial pa mejoral mi situasión. ¿Y qué vua sacal con eso, mi pana? I ain't got no time; no hay tiempo. Life is a hustle, brou! Tú no te puede quedal ahí parau. Things are hap'nin. Te consigue un guiso, una mami, te la tira; you cop a yelba, te pone nice y te va pal vasilón. Coge lo que pueda, véndelo pa rápido y gósate lo chavo. Pol ahí hay mucho chamaco que tan loco pol vendel a presio barato buena tela, buena yelba, buena tocadico, tú sabe, y te la compra toa y cuando te cansa de ella la vende pa lante y sigue con tu vasilón: un baile aquí, un gufeo allá, te embolla con la salsa, brou, ¡que viva la música! , vámono pal monte an' shit, we got to paaaarty yey! La vida e colta y to el tiempo que tamo peldiendo aquí lo pudiéramo tal vasilando, pasándolo bien chévere.

Yo sé que tú ere un protesoi y to cuento, pero tú sabe lo que ta pasando mejol que eto blanquito pol aquí. ¡Vaya! , que si te criare donde ta el ambiente tiene que tal en algo aunque sea un poquito, polque con libro an' shit, si alguien te toca un guaguanco yo sé que tú no te va a quedal ahí como un pajuato, brou. ¿Dime si nue veldá lo que te toy disiendo? Ain't I tellin' you like it is, my man? Y qué libro y qué vaina, brou, si tú y yo salbemos que la vida no tiene ma de lo que tú saca de ella, y si hay un dio allá arriba, pue ya veremo cómo lo vamo a vasilal, que yo con mi periqueo convenso a cualquiera.

Sentalme yo en un salón de clase ahí viendo a un hombre igual que yo disiendo zanganería mientra pudiera tal vasilando un dico de Willie Colón con mi cabesa dando vuelta al son de la yelba buena.

Dic minuto en ese salón y se me mete no sé qué pol dentro y me dan gana de salil corriendo. Y lo peol del caso e que tengo que tal streit, tú sabe, sin na en la cabesa, mi pana, y me pongo a pensal que si en mi mujel, que si en mi do hijo; y dipué de to, yo no tengo ma que veinte año y no casaron polque y que teníamo. ¡Mira qué paquete me metieron mi mai y mi padrastro, brou! Y ahora mi mujel me dise que ella ta cansá y que quiere salil a diveltilse sola. ¡Sola, brou! Y yo le digo que ella e mujel y que lo de ella e la casa y lo nene, y ella me dise que eso e a whole lotta bullshit. ¿Tú sabe lo que eso me ta hasiendo a mí, brou? It's [illegible]ckin' up my mind! Ella dise que se quiere il a trabajal y entonse, ¿quién cuida lo nene? Cuando no metemo en ese bochinche ella empiesa a gritál que yo soy un vago, que no silvo pa na. Y la veldá, men, e que aquí no se saca mucho billete.

Tú sabe, pa que tú vea, yo creía que el guiso en esta vida era consiguilse un trabajo de ofisina y que dipué tú taba hecho. Eso me disía mi mai, brou. Dipué me enredé con una jeba americana y ella me disía que no iba seguil conmigo si no etudiaba pa un trabajo de ofisina. Eso fue cuando yo taba en noveno grado. A mí me querían mandal pa una ecuela vocasional, pero yo almé un revulú y me dieron un culso de ponel taljeta en olden del alfabeto. Eto duró tre año y lo maestro siempre disián que nosotro éramo una paltía e bruto y sin embalgo pa mí eso fue un guiso, aunque no me enseñaron mucho inglé. Tampoco me dejaron aprendel epañol polque y eso era pa etudiante de culso académico. Yo nunca entendí ese diparate polque en mi clase casi tó éramo pueltorriqueño, esepto pol lo negro americano, y en la clase de culso académico no se veía mucho pueltorriqueño; casi to eran ilandese, italiano y judío. Con to y eso yo aprendí hablal epañol en casa y en la calle. En la calle también aprendí a sobrevivil, tú sabe, I learned to hustle, pero eso e una hitoria lalga. En to caso, dejé la chamaca americana o ella me dejó a mí. no. fui yo el que la dejó, I think.

Y me fui a trabajal a una ofisina cuando me gradué con un diploma que no silve pa otra cosa que pa ponel taljeta en olden de alfabeto. Así disía el prinsipal de mi ecuela.

En esa ofisina de uelfear fue mi primel diguto. Deja eso, brou, ¡la ofisina nue pa mí! Yo to encolbatao ahí sentau en un ecritorio al lao

de esa vieja que ya no tienen na que hasel ma que hablal una de otra y haselse maldade. Y yo sé que me tenían odio; que no me pasaban ni con un pulgante; y aquel pendejue jefe con su actitu como si pa cada movimiento tenía que pensal, disiéndome que yo debía vetil meno loud, tú sabe. Y ese tipo no sabía na de moda; tenía un traje de un etilo viejísimo, como do año de atrasau; quería que yo vitiera como un jíbaro, men. Dipué me tenía cansau con su cantaleta de que yo no debía venil borrachua la ofisina. Ja, y cuando yo le dije que lo mío no era el jugo siño el tabaco, el tipo se me quedó mirando con lo ojo de idiota que tenía y me dise que el tabaco no hase eso, y yo le dije que el mío sí, y cuando le ofresí uno se puso colorau y me botó pal carajo. Chico, ¡e que ya no lo aguantaba ma! Si eso e lo que la ecuela saca, brou, ! utede no tan en na!

Ahora ete año me convensieron a que entrara en ete programa epesial pa negro y pueltorriqueño en eta univelsidá. To me ta saliendo mal. Lo profesore me disen que yo no sé hablal ni ecribil inglé. Y dipué te quiero hablal a ti en epañol y me trata de corregil. ¡Qué carajo! , yo sé que mi epañol ta to decojonao, pero e que me parese que si me pongo a periquial así como tú quiere, qué sé yo, como que pielde el sabol lo que digo polque tengo que pensal cómo ponel la lengua pa desilo y contó y eso se me safa una ese donde no va y me como la otra donde debe il, y eso e como tenel que il encolbatao to lo día a la ofisina y eso no ta en na. Y con to eso me dise que yo no sé hablal folmal y eso pa mí quiere disil que yo no sé hablal epañol. Man, that's some shit! Ahora sale que tampoco sé hablal epañol, entose, ¿qué rayo e lo que yo sé hablal? Ello disen que yo no hablo inglé y tú parese que me dise que yo no sé hablal epañol. ¿Y tú sabe lo que yo creo? Que ni tú ni lo profesore americano tan actuando natural cuando hablan así como lo hasen en el salón, pero tú dise que eso e folmal; sin embalgo, cuando tú etá aquí conmigo y no te la tiene que echal de profe suena mejol, ma natural y ma chévere, no que en tu clase hay que tal pensando que si alticulo y velbo y qué sé yo de que sintaxi y qué intransitivo hata que se me folma un tapón de eso de la Quinta Avenida en la hora del rush y yo sin taxi polque eso degrasiao no me recogen cuando me ven mi mancha e plátano. no me haga caso, brou, e que a mí me guta periquial mucho y tú ere diferente a lo demá profesore: tú ere boricua como yo y te criate donde yo me crié y sabe que nue fácil salil de ahí.

¿Pol qué no no vamo ahí al palque y no fumamo una yelba con do mami? No te apure que yo te la consigo: una pa ti y una pa mí. ¿Claro que la do cosa: una yelba y una jeba! , debajue lo álbole del palque, con ese freco que hase afuera hoy. ¿Qué te parese? ¿Ta saoco! ¿Noveldá? Mejol que pensal en el inglé y el epañol. Ain't I right, brou? Mejol que pensal en mi mujel, en lo nene y en la cuenta y en lo chavo que no voy a resibil del programa de etudio pol la colgá que tú me va a dal. Hey man, don't be like that: vamo pa lante, aunque sea pa selebral la botá que me van a dal de eta polquería de univelsidá.

DEFINITION OF THE EDUCATIONAL PROCESS

Dr. Eduardo Seda-Bonilla

At birth the human being is a mass not differentiated from the external world. This mass is immersed in reality itself, as is an animal, although it does not have instinctive behavior that permits it to survive. Human life takes place within culture, that is to say within cognizance. Cognizance is a reduction of reality itself into categories that are manifested in optic and praxis. With respect to this issue, there is much confusion that needs to be clarified. Racist optic perceives human reality reduced to its generic condition. This reduction is erroneous and produces a stereotyping of optic and praxis that is distructive of the creative potential of the human being who is thus defined. We shall label the racist optic as the first option. This first option is the one that dominates the perception and the educational practice at present in the U. S. A. In this option the student is perceived as a repertoire of genetic potentialities which the ambiance "cultivates" as one "cultivates" and "domesticates" plants and animals. Negative or positive contributions of each individual or group are seen as the development of genetic potential, as are seen the contributions of the components of the animal and vegetable kingdom. Anglo Americans who have formulated this racist optic build with it a hierarchy and place themselves in a position of superiority, with a right to the best opportunities, at the same time that they deny to "non-white" groups, who are placed in a position of inferiority, life opportunities that could optimize their creativity. Thus "non-whites" are forced through the narrow part of the funnel (La ley del embudo.)

The result is a self-fulfilling prophecy in which "non-white" groups internalize the stigmatized category and function through that definition of themselves as if it were their actual nature. The result is well known: high incidence in all indexes of self-destruction which occurs because of internalized racist stigma.

There exists a second model adopted in Latin America, where racism does not reach the destructive evil that it has in the United States of America. The second option imposes an optic and praxis in function of obedience to authority within what Freire calls banking education. The result is a unidimensional cognitive formation which is supported by a criterion of authority. The human being sees himself or herself as a biological creature but his or her behavior is not expressed in racist categories. The result is a cultural nationalism, and not the authoritarian or populist fragmentation of North American Racism.

There exists a third option which is that of cultural pluralism. The notion of culture in itself is pluralistic, except when it becomes a corollary of North American racism and converts into fatalistic categories, in a straightjacket, in function of a naive realism. In this position it is understood that the human being ceases to be an animal at the point in which he or she starts to reduce reality itself into reductionistic categories. Naturally, it is impossible to reproduce reality itself, for to attain this it would be necessary to have an identical and parallel universe to the one in which we live.

Therefore, to know is to reduce the enormous complexity of reality itself to abstract categories. Culture gives us the categories of reality, that is to say, the reductionisms that are shared in common by the members of a collectivity and that are reinforced by intersubjectivity. To be conscious of those categories of reality that forge our identity and the identity of things generates the capacity to opt. In other words man is a product of enculturation, but once enculturated he or she acquires the capacity for transcending the categories of his or her culture on excercising freedom, which is the formulation of historical design. Human beings are thus creatures and creators of culture. They are inserted in history to the degree in which consciousness of the culture gives them the capacity to opt to go from where they are to where they want to be. The future in both the racist position and the Latin American model is a compulsive repetition of the present. Transcendence is possible to the degree in which one is conscious of the cultural optic in which one has been formed. To be is to opt in function of historical designs, and not a stereotype of biology or of an authoritarian contraction. We are not, of course, proposing a permissive populist point of view, in which there is an attempt to create the illusion that options are unlimited and that "doing your thing" is feasible outside of the principle of reality. Reality limits the options, and it is necessary to be aware of which options are available so that one can effectively excercise liberty, which is the capacity to opt.

Summary:

In summary, we have rejected the option "doing your thing" because this condemnes one to an exacerbation of hedonism and further alienates from the principle of reality. A consequence of this hedonism is that we have students in college that do not even know how to write. We are reaping the worst of historical absurdities in a generation that has lived an inverse racism in the form of a permissive education. We have rejected permissive inverse racism as much as stigmatizing racism. Human beings cannot be reduced to racist categories, since their nature is given in function of a historical scheme constructed in the culture and not in their biology. We have propagated the point of view of cultural pluralism, rejecting the concept of culture that serves to form stereotypes that function as straightjackets without alternatives.

REFLECTIONS ON THE FUTURE OF BILINGUAL-BICULTURAL EDUCATION[1]

In the struggle to formulate and establish the educational program that most effectively will insure that we in the United States whose mother tongue is Spanish will continue to retain and give full validity to what has been so callously repressed in us, our language and our cultural identity, there have been differences of opinion, at times so acute that they have threatened to bring unified progress to a halt. However, as we have reflected on the results that ultimately will be obtained, results that are intrinsic to the changes we seek to make, there has been a general consensus as to the course to follow.

At one time bilingual education was thought of strictly as a transitional vehicle that would prevent stagnation or regression in subject matter learning while English was being acquired. Once the student could function in English she or he would be considered capacitated to "enter the mainstream of society." Perhaps because in those days other alternatives did not seem feasible, many of our brothers and sisters wholeheartedly bought this bill og goods. Some still believe this is the only program to follow.

But there was indeed another alternative: to continue offering at all levels the Spanish language and subject matter in Spanish along with the English language and subject matter in English. What educational or logical reasons could be advanced for dropping education in Spanish? It would be absurd to offer a student a few years of education in Spanish merely to drop it when she or he could function in English. Why not continue to capitalize on her or his gains? What about her or his cultural heritage and her or his self-image?

When general agreement was beginning to be reached that bilingual-bicultural education requires full maintenance programs, some of our brothers and sisters, rightfully proud of their barrio heritage, began demanding that only barrio Spanish be used in U.S. bilingual education. Not until it was realized that this would be a totally divisive and an intolerably restricting way to proceed were these demands quieted. It was then understood that the use of barrio and of regional dialects should be welcomed and encouraged and that at the same time students should be increasingly exposed to the entire body of the Spanish language as they are to English; otherwise there would be no classroom parity between the languages.

Again, there are still those who do not agree with this. They feel that emphasis should be placed on the bicultural aspects of bilingual-bicultural education and that full coordinate bilingualism not be required, that barrio Spanish be used only to reinforce the Spanish cultural aspects of the program.

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[1] by Rafael Fernández, MAP/Materiales en Marcha, August 1974.

Dialects are like the branches of a tree, wedded for life to the linguistic trunk anchored by its primary roots. Without these linguistic basic the dialects would change into totally alien modalities. Yet the trunk and roots do not constitute the language per se; the language is the sum total of roots and trunk and branches, it is the substance and form of the tree, which is best seen in the crown with all of its leaves and flowers.

Are we to expose students to the full tree of English and only to a small branch of the tree of Spanish? No matter how pleasing and colorful that branch may be, it will not compare to the tree.

And how could emphasis be placed on the cultural aspects of bilingual-bicultural education, if students know only of one small branch of their mother tongue? This is a contradiction in terms.

Language and culture are so indissolubly merged and so vitally fused to their matrices that there cannot be genuine bicultural education without an integral bilingual approach. Let's get together on this.

AN IDEAL MODEL

In this chapter an attempt is made at defining bilingual education in order to give publishers a more precise idea regarding the field forwhich instructional materials must be created.

The need to maintain parity between the two languages and cultures of bilingual programs (See "Generic and Barrio Spanish," Section I, page 19) determines to a great degree the design of the ideal model for a bilingual learning situation. This parity requires that overall equal time and treatment be given to the two languages and cultures in the totality of the bilingual program pre-K to the university.

Another consideration on designing an ideal program is that sound educational practices must be adhered to, which means that transitional education in the non-English language is absolutely unacceptable. A tenet in education is that the learner continuously capitalize on the gains that he or she is making. Therefore, to drop the non-English language once English skills have been developed is not to take advantage of the opportunity of developing the learner to his or her optimum. Bilingual education must be a full maintenance education that seeks to develop full coordinate bilinguals, and not a transitional program designed to prevent retardation in subject areas through the use of the native tongue, which is discontinued as soon as the student functionsin English.

A third consideration is that bilingual education should not be available only to poor non-English or limited-English speakers. This is a negative manner of viewing a potentially positive innovation in American education. If instead of being considered compensatory, bilingual education is viewed as an integral part of education, then it will appeal to all groups in the U. S., and English speakers will not be excluded from it.

In view of the considerations listed above the ideal model for bilingual-bicultural education can be defined as a two-way full maintenance program in which two groups of students, approximately equal in number, each having a language and culture distinct from the other receive an education in two languages and study the two cultures that correspond to these languages. Overall equal time and treatment is given to each language and each culture in the totality of the program, pre-K to university. After a number of years in such a program students should be full coordinate bilinguals in the communication skills.

GUIDELINES FOR THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS

In education, recent decades have been characterized by the transformation of teaching methods and particularly of the didactics of the humanities and the social and natural sciences, which underscores the vital need for changes in the planning and development of instructional materials.

New theories of pedagogy require a change in the format and content matter of instructional materials in all subject areas, as well as in the very process of the teaching-learning experience that takes place between teacher and student. The new pedagogy considers that the most important thing to develop in the student from his earliest years is an attitude of reflection and skills for systematically interpreting the present in light of the past and for relating his or her existence to a broad context rich in tradition, literature, art, and music. Thus the student will be able to understand the trends of the future of society and have an influence on their course for the benefit of the local community, the nation, and humanity.

We must encourage a critial attitude towards constant past-present relationships, towards the constant differentiation of the various historical eras and towards possible dimensions and perspectives that revolve about them. That is to say that instructional materials must be developed with broad perspectives, intergrating all human activities in a coherent and natural form. Use must be made of discovery methods which allow for the mastery of critical thinking by planning significant projects which tend to motivate children more than routine homework and rote learning.

It is important to be conscious that there is an increasing rejection of methods that seek to reach through single and absolute transmittal from a teacher or a text to the student, and that there is general acceptance of methods of active learning in which the student becomes the primary active factor of the teaching-learning process.

Pedagogy in North America is breaking traditional patterns at an accelerated pace. Today we advocate free schools, schools in which the only grades given are passed or failed, individualized instruction, student contracts with the teacher, open classrooms, team teaching, etc. Every day new discoveries are being made with regard to the way children reason, and new plans are being adopted to develop texts based on these investigations.

Any text in any subject area that is developed for U. S. Spanish-speaking students must contain the most recent concepts coming from the Hispanic world, including the contributions of the Spanish speakers of U. S. A., as well as the most appropriate pedagogical procedures, keeping in mind that the text is one of the most useful aids in the teaching-learning process.

For this reason both teacher and student must be provided with the opportunities for applying the various methods of active teaching: small and large group activities; the laboratory method, with scientific experimentation and individual and group investigation; the method of units of work and contracts; and always group discussions: seminars, round tables, symposiums, panel discussions, forums, workshops, etc.

This new view of the textbook as an auxiliary instrument in teaching requires coordination between its content and that of the student workbook, plus a teacher's guide, a broad complement of audio-visual media, and a great number of diversified supplementary readings. Naturally it is necessary that these teaching materials be produced in logical sequences and that they include all grade levels from pre-K to the university.

The text must have a thorough guide that explains briefly but clearly the various themes that are presented in the text and that familiarizes the teacher with the modern view of Hispanic (including U. S. Hispanic) history, literature, science, taking into consideration that many bilingual teachers have a limited knowledge of history, language, and literature of their own Hispanic culture. It must not be taken for granted that the bilingual teacher knows the historical backgrounds of the works and the lives of authors, such as Sor Juana Inéz de la Cruz, Simón Bolívar, Julia de Burgos, Rubén Darío, Carlos Fuentes, Eugenio María de Hostos, Garcilazo el Indio, Flores Magón, García Márquez, Gabriela Mistral and Pablo Neruda, nor the impact of their works on the lives of a people or on universal literature, sciences, and history.

It also is important that the teacher be aware of the most modern methods of evaluation and testing. It is necessary that the student be exposed to a variety of types of tests, such as multiple choice, completion, matching concepts, short answers, essays, programmed answers, etc., in order to have a headstart with regard to the great number of methods used in student testing. Publishers should provide criterion-referenced evaluation instruments. (See article on testing, page

Supplementary reading must reinforce learning acquired through the texts and reviewed in the student workbooks. In Spanish it is easy to include and recommend readings of universal interest or related to the student's background without having to constantly repeat the same words, since Spanish is a more regular and uniform language than English and lend's itself very easily to vocabulary expansion, while in English vocabulary control is essential until the student reaches advanced reading skills.

Supplementary readings and audio-visual aids must be developed primarily with the perspectives of the learner in mind. In our highly technological society the student receives more information today through audiovisual media than through any other medium. Television, radio, record players, videotapes, cassettes, movies and advertising (neon, billboards, press) are such common and normal events in our lives that even the most humble families are exposed to them day after day. Children are completely accustomed to them and take for granted the veracity of any item or issue presented by them. Consequently it is up to the publishing houses to develop critical attitudes in teachers and to bring them information and training through these same audiovisual media that so thoroughly influence them.

RECOMMENDATIONS FOR THE PRODUCTION OF TEACHERS' GUIDES

In this country it is imperative that texts be accompanied by guides for teachers. Often official textbook adoption agencies will not review textbooks that do not have teachers' guides. Besides, sound educational practices require comprehensive guides that enable teachers to implement learning situations that encourage a maximum degree of student involvement.

Because bilingual education is a new development in the U. S. A., there is still much confusion and misunderstanding regarding its goals, objectives and proceedures. This also makes the production of detailed and comprehensive guides indispensable.

It is very important to realize that the bilingual teacher in the U. S. A. has not been trained in the skills of commenting, clarifying, explaining, and animating the readings that proceed from the rich Latin American cultures. At present this teacher will be experiencing, along with the student, a world that has been a mystery up to the very moment in which he or she opens the textbook in Spanish. It will be necessary to develop a teachers' guide that takes into consideration this lack of awareness. That is to say, we must provide the teacher with what the student is supposed to receive: a broad knowledge of the cultural heritage and of the contributions of the great Latin American personages who have molded and continue to develop the ideals, traditions and histories of our American populations. We must include in the guide this basic knowledge in a simple but comprehensive manner, and offer the teacher alternative means for presenting materials and for vitalizing each subject.

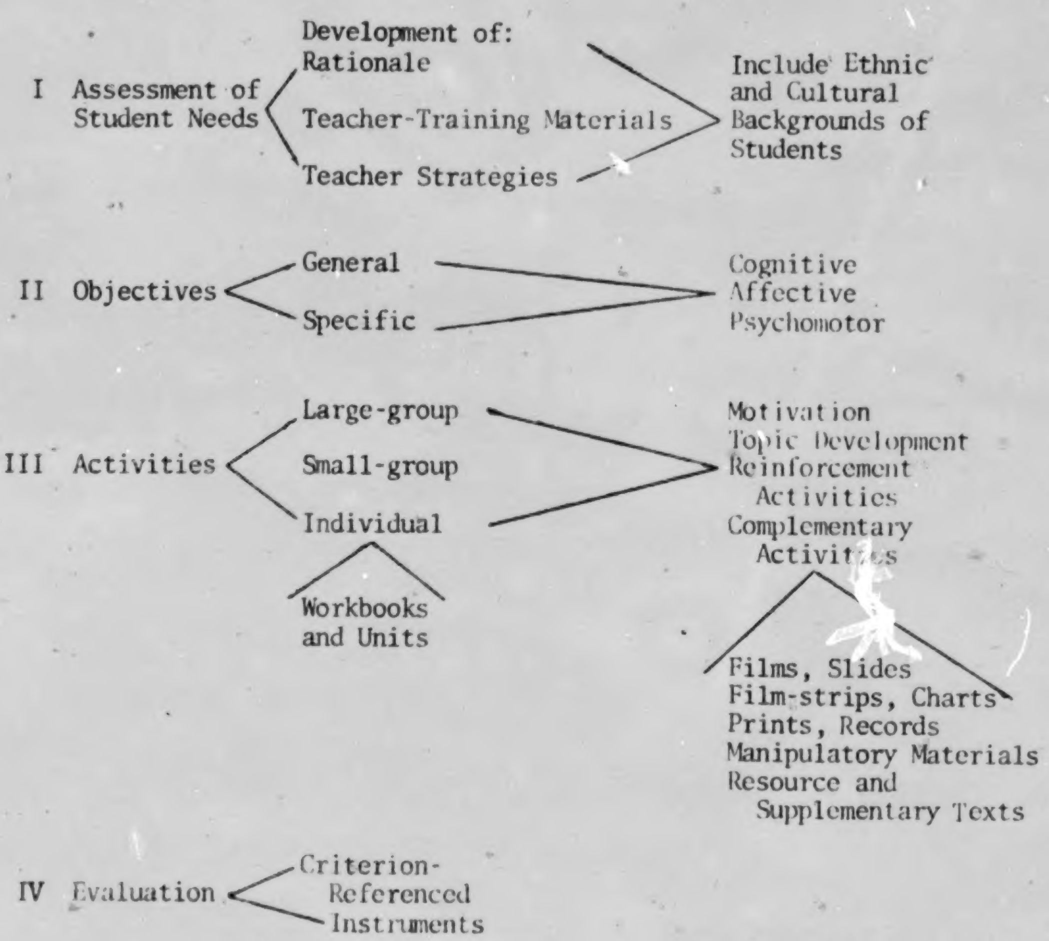
We understand that bilingual teachers come from a great number of cultural backgrounds and, for this reason, the variety of their potentials will be innumerable with regard to basic pedagogical skills.

The bilingual teacher may be an English speaker who has learned Spanish from another English speaker and does not have the slightest idea of the idiosyncrasies of the language or the culture. He or she could be a Latin American professor who by circumstances, either political or economic, has come to this country and is not familiar with the cultures and dialects of U. S. Spanish speakers.

The teacher also may be, and in many cases it is preferable, a teacher who has been brought up in the very same community in which he or she is teaching. In many instances this teacher underwent a process of acculturation which has amalgamated in him elements of two or more cultures. For example, a teacher raised in the Spanish barrio of New York has internalized values not only from his or her origin but also from the dominant Anglo culture, from the afro-American culture, and most assuredly, from the Jewish culture, since he or she has gone through an educational system in which the majority of the teachers and administrators are Jews.

Another example is that of a Chicano teacher raised in a small town of South Texas where racial and social repression have often been so brutal that the acculturation has manifested itself as self-hate.

In order to achieve maximum flexibility and student involvement the following structure is recommended:



I Assessment of Student Needs
- Development of: Rationale
- Teacher-Training Materials
- Teacher Strategies

Include Ethnic and Cultural Backgrounds of Students

II Objectives
- General
- Specific

Cognitive
Affective
Psychomotor

III Activities
- Large-group
- Small-group
- Individual
  - Workbooks and Units

Motivation
Topic Development
Reinforcement Activities
Complementary Activities
- Films, Slides
- Film-strips, Charts
- Prints, Records
- Manipulatory Materials
- Resource and Supplementary Texts

IV Evaluation
- Criterion-Referenced Instruments

GENERAL GUIDELINES FOR CURRICULUM DEVELOPMENT

Since instructional materials have to be developed within the context of the total curriculum, it is important that publishers be well acquainted with up-to-date criteria for the development of curriculum. Here are a few guidelines regarding curriculum development:

1. The curriculum should be based on rationale which allows for goals appropriate to the students and is designed to accommodate various levels of development.

2. The curriculum should be supported by criterion-referenced instruments that enable the teacher to place students correctly and to individualize instruction to the specific needs of each student. The experiences, activities, and interests presented in the curricular system should be student-oriented.

3. The content and teaching strategies contained in the curriculum should reflect the ethnic and cultural background of the students using it. The content should be flexible enough to accomodate each student's level of maturity.

4. The curriculum should include the full taxonomy of Language Arts skills (i.e.: auditory, visual, motor, word identification, comprehension, oral, etc.) with useful reinforcement. Manipulations, illustrations, related records or tapes, games, art activities, folkloric literature, and reference to characteristic holidays should be included.

5. Teachers' guides should be written in simple and clear language. Teacher training materials with specific procudures, indicating sequential time blocks and the proper use of materials should be provided. Guides should also contain suggestions regarding resource materials and periodical evaluations. The time schedule should allow for student involvement and discovery activities. Supplementary materials and activities should be included, specially those that will awaken the interest of parents as well as students.

6. A sequential organization which takes into account human developmental stages is necessary. Initial learning experiences should provide stimuli at the concrete level (objects) and progress systematically to the abstract level (pictorial representation, symbols.) Sequential responses required of the students should progress from the simple to the complex, from the known to the unknown.

7. The content of the curriculum should encompass a multidisciplinary approach to language development whose focus is on process goals (i.e.: encoding and decoding[1].) Goals in subject matter areas, such as science, social studies, mathematics, dramatics, music and art should be designed to assist in the attainment of these process goals.

8. Different cultures emphasize diverse styles of learning. It is important that instructional materials give guidelines to teachers to make them familiar with the role identification for different cultures; social patterns, and leadership models for each culture for optimal grouping in the classroom.

9. Teachers must become aware of biases in educational texts. Part of the teachers' guide should deal with evaluation criteria that will enable teachers to identify sexism, racism, and other biases that might be found in books.

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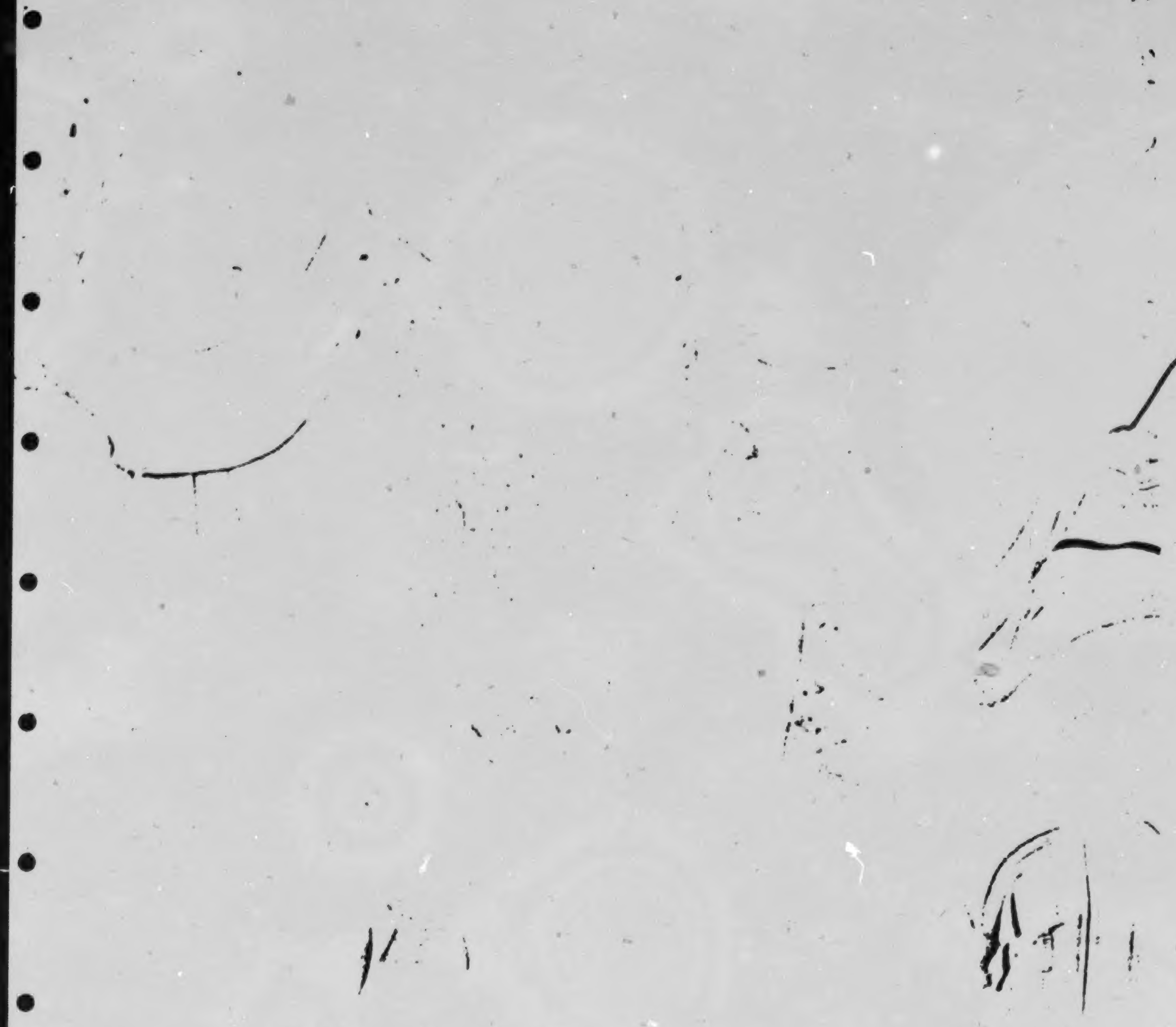
[1] encoding: transfering a body of information from one system of communication into another.

decoding: deciphering the meaning of a system of symbols.



TESTING

By Olivia G. Martinez, Bay Area Bilingual Education League, April 1972

Bilingual education originated in 1967 as an amendment to the Elementary and Secondary Education Act, which provided for the development and inclusion of bilingual education programs in districts with sizeable numbers of Spanish-speaking pupils. Prior to this time such districts had concentrated on crash "ESL" or "English as a second language" programs designed to teach English as soon as possible so that the native Spanish speaker would function in a regular classroom.

It is not insignificant that bilingual education came only after generations of Mexican American pupils had already been pushed out of the educational system. California and the Southwest have long held the distinction of having the largest number of bilingual residents. Bilingual needs have been around for a long time; they were documented as early as 1934, when Chicano educators first made their plea to psychological associations for testing and assessment in one's native tongue.[1] Indeed California's first constitution was written in the Spanish language! One can hardly turn a corner in California without a glaring reminder of the state's rich Spanish and Mexican heritage.

It is sad to note that bilingual education was recognized as a valuable and necessary program for the Southwest only after Congress saw fit to enact legislation to assist the political refugees from Castro's Cuba. The legislators drew the very logical conclusion that if the United States was to welcome and provide for the large influx of Cubans, some provision had to be made to accommodate their bilingual needs in education. Thus the first monies were allocated to teach these unfortunate victims of a Communist regime a language they would need to know for survival in their new country. Clearly the emphasis was on the acquisition of English. From there it was a fairly simple matter to make the generalization to the Southwestern communities which were also seen to be unfit and unprepared to benefit from and contribute to American society because of their language differences.

Today there exists a hodgepodge of programs under the banner of bilingual education, but not many that actually practice what they preach. We at BABEL (Bay Area Bilingual Education League) recognize a bilingual program as such only when instruction is offered in the dominant language of the child. The child should be allowed to master reading and writing in his own tongue before being introduced to formalized reading instruction in English. Even then, the child should be encouraged actively to continue concept and vocabulary development in his first language. Research conducted on bilingual education in Canada has revealed that pupils who were totally fluent in their first tongue and could read and write their own language had a much easier time acquiring second language fluency and even went on to excel when compared to monolingual peers.[2] Serafina Krear has elaborated on this notion in discussing what happens to the self-concept and self-esteem of children who are expected to abandon their first language.[3]

In this country, where pluralistic education has been a vague concept at best, bilingualism and biculturalism have been viewed as a handicap—despite the fact that certain segments of society, like many European societies, have long recognized the desirability of learning two languages, two cultures, etc. Indeed one qualification for entrance to colleges and universities has been knowledge of a foreign language. Yet Chicanos have been admonished and discouraged from perpetuating their "ready-made" bilingualism/biculturalism.

Nowhere is this "handicap" so evident as in the area of evaluation, testing, and assessment. Chicano children have been labeled, placed, tracked, grouped, and guided on the basis of various test scores more than on any other single factor in the classroom. A considerable mass of statistics documents the failure of the public school system to educate bilingual, particularly Chicano, children.[4] Sometimes referred to as the "push-out" rate, this well and perhaps overdocumented phenomenon in many cases begins with a standardized test of some sort.

Aside from the "routine" testing for special educational needs and placement, an additional phenomenon – testing for program effectiveness – has emerged as a serious concern to bilingual/bicultural educators. Bilingual education is of necessity an innovative program based on an innovative approach to educating all children. How then can a traditional pre-/post-test evaluation design, using traditional standardized instruments, be expected to evaluate this innovative, multicomponent program effectively?

The Bay Area Bilingual Education League (BABEL) has five major components: the instructional program, staff development, curriculum and materials, higher education, and media. To expect a standardized test or even a series of tests to document the effectiveness of these highly specialized areas is fallacious. Yet when school boards and administrators attempt to evaluate a program, particularly for purposes of refunding or expansion, invariably one hears the test scores being reported.

California has two required statewide programs for testing pupils in the public schools: the California School Testing Program required by a law passed at the 1961 session of the Legislature, and the testing required under the Miller-Unruh Basic Reading Act of 1965. The California School Testing Program was designed to reveal where California students stood in academic skills and content acquired. Amended in 1963, the act requires testing of *intelligence*, achievement, and physical performance. The tests adopted for use in the 1969-70 school year were the Lorge-Thorndike Intelligence tests in grades 6 and 12, the Comprehensive Tests of Basic Skills in grade 6, the Iowa Tests of Educational Development in grade 12, and the California Physical Performance Test in grades 6 and 12. Intelligence tests are administered during the months of October and November, achievement tests during the month of October, and physical performance tests during April and May.

The Miller-Unruh Basic Reading Act testing in grades 1, 2, and 3 was required in connection with a program to improve reading instruction in the primary grades. The Cooperative Primary Reading Test is administered the first 10 school days in May. Test results are reported to the state department of education, and one of the uses made of them is to establish the system of priorities for funding under the Miller-Unruh Basic Reading Act. Also, test results are used for evaluation of reading programs on both district and state levels.[5]

The state-mandated testing program was seen not only as a means of comparing California pupils with the rest of the nation, but also of prodding local districts into revamping instructional procedures. This is apparently accomplished by publishing test scores in local papers, where district-by-district as well as school-by-school comparisons can be made. Thus we have a situation where districts and schools are first rewarded for low test scores (qualifying for the Miller-Unruh funds) and then possibly penalized when significant growth is not reflected in the scores (evaluation for continued funding).

There is considerable evidence to document the inadequacy of standardized tests for some minority and/or culturally different, bilingual children (see the work done by Dr. Uvaldo Palomares, Dr. Steve Moreno, George Sanchez, and others). Various lawsuits are pending on the misuse of Spanish-speaking children's standardized test results.[6] Yet standardized tests continue to be used as if they do in fact adequately assess such children. The problem is complex and emotionally charged. If one wants only to know how well bilingual/bicultural children perform on standardized IQ and achievement tests in comparison to middle class children, if one wants to know how well minority children can do on a dominant culture value-oriented test (i.e., how well they can take Anglo tests), and if one wants evidence of how implicit functional objectives of various educational programs are failing to serve bilingual/bicultural children, then such use is defensible.

The problem as I see it is that standardized tests are not administered for these reasons, or even with these notions in mind. Instead, they are used as a reflection of the innate and potential intelligence of children, as a predictor of future accomplishments (remember the self-fulfilling prophecy), as a device to group and label, and finally as proof of the inadequacy and handicaps a bilingual/bicultural child brings to the educational setting.

Since a relatively small percentage of people understand testing, test development, and statistical inferences, it is well to consider that the current use of standardized tests "assume[s] a universality in community of experiences . . . a test is valid only to the extent that the items of the test are as common to each child tested as they were to the children upon whom the norms were based." [6] Dr. Palomares has described the unique motivational style Chicano youngsters bring to the classroom. He also discusses the concept of positioning and cultural divergence in an attempt to document how standardized IQ tests are not fair to Chicano children.[7]

We don't need any more evidence. Most persons knowledgeable about tests and their uses readily agree with George Sanchez's position that the worth of test results lies in their proper interpretation and in the assistance such interpretation lends to meeting the educational needs of the pupil. AN IQ RATIO AS SUCH HAS NO VALUE. It is only when that measure is used critically in promoting the best educational interests of the child that it has any worthwhile significance to the educator."[8] Yet test publishers willingly demonstrate how to collapse scores to yield a grade equivalent, IQ, and percentile rank that require a tremendous stretch of the imagination to be seen as helpful to the teacher.

I could provide pages and pages of anecdotal material, including several personal experiences that would dramatically illustrate the evils of testing minority students. However, I reject the notion that minority educators must continue to perform before our advice is heeded. We know the danger in using standardized tests is their *misuse*, the test publishers know it, many key educators know it, so *when is someone in authority going to have the courage to rectify it?* If the State of California, by mandating such tests and allowing their continued misuse, is the originator and perpetuator of tracking and labeling, what does that say for California's commitment to equal educational opportunity?

Recently BABEL hosted a testing and assessment workshop in Berkeley. This meeting of approximately 150 evaluators, psychologists, and educators was originally conceived because of Chicano, Asian, and other bilingual educators' dissatisfaction with and concern about the continued use of standardized achievement tests and traditional IQ tests. As evaluators of bilingual programs, we were particularly concerned about the use of such tests for program evaluation. The problem is multidimensional: bilingual programs need thorough evaluations. We must be able to assess where we are going and how effectively. What is happening to children in our programs that would not otherwise happen?

As discussed earlier in this paper, there is evidence to suggest that routine testing and assessment of bilingual/bicultural children is unhelpful, if not harmful. The simple translation of existing tests is unsatisfactory and merely results in presenting the same unacceptable, culturally biased content in Spanish (sometimes changing the degree of difficulty in the process). Development of new bilingual/bicultural instruments is costly, time-consuming, and would most likely perpetuate the worn-out concept of testing the child and not the system. Besides, there is no one test in existence today that adequately assesses Anglo children, let alone the many and various program components. Excluding bilingual/bicultural children from existing state and district testing programs suggests a continuation of the "labeling by separation" tendencies we are attempting to destroy.

A recent survey by the Multi-lingual Assessment Center in Stockton revealed the 13 most commonly used tests in bilingual education projects in California to be as follows: Culture Fair Intelligence Test, Van Alystyne Picture Vocabulary Test, Peabody Picture Vocabulary Test, Metropolitan Readiness Test, Inter-American Series, Goodenough Draw-a-Person, Lorge Thorndike,* Stanford Achievement,* Michigan Oral Language Test, Test of Basic Experiences, Metropolitan Achievement Test, Comprehensive Test of Basic Skills,* and Cooperative Primary.*

Many people have repeatedly criticized these tests, but few have actually documented where they penalize or harm bilingual/bicultural children. This was the ambitious task of the Berkeley workshop on testing and assessment. A second objective was to look at the criterion-referenced system as an alternative to traditional assessment. The soon-to-be-published proceedings of this workshop, along with the resolutions passed, will describe how enormously complicated this task was and more than likely will attest to the general naiveté of persons using such tests. That is, it was only when groups attempted to document the so-called inadequacies of tests that they became truly aware of the intended uses of such instruments and how little they actually knew about them. In several instances, what the author of the test intended, what the publishers suggested, and how the school personnel used the test were all very different! Few persons took the radical position of categorically condemning all tests for all purposes under any circumstances. However, few could deny that the gross misuse of tests historically and at present did warrant such considerations and that perhaps some sort of moratorium might be necessary as an interim measure.

In general I felt many people left this workshop more informed and more comfortable in their conviction that standardized tests should be removed from their position of sanctity and relegated to a more menial place in bilingual education, but uncomfortably aware that the blame for the devastating results labeling has had on the bilingual population does not lie with the tests alone, and that the simple act of discontinuing their use will not provide the solutions to our dilemma.

In the meantime, then, can we please turn our attention, energy, and resources to alternatives to standardized testing, i.e., nonabstruse measures of behavioral and affective areas and criterion-referenced tests?

Of the several alternatives presently available to us, the criterion-referenced model appears to be the most promising. In an article by Rex Jackson entitled "Developing Criterion-Referenced Tests," the following definition of criterion-referencing is offered:

> According to Wang (1969) a criterion-referenced test is "an achievement test developed to assess the presence or absence of a specific Criterion behavior described in an instructional objective." The term appears to have been introduced by Glaser

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* [illegible]

(1963) in a paper in which he distinguished "criterion-referenced" from "norm-referenced" testing. In the latter, an individual's test performance is interpreted with respect to the performance of other individuals who belong to some specified population. In contrast, the interpretation of an individual's performance on a criterion-referenced test is a behavioral statement (or set of such statements) that is made without reference to the performance of other individuals.[9]

This system has also been referred to as competency-based or even precision teaching. I feel that essentially they are all the same thing—that is, they all attempt to test what one has been teaching, not what some test developer *assumes* has been taught.

Two bilingual education programs in California—one in Indio and the other in Santa Ana—are currently using such a model, and initial indications are very promising.[10] No one is willing to state categorically that criterion-referenced tests will provide the solutions to all our problems. However, they certainly appear to suit the needs of bilingual/bicultural education more readily than norm-referenced or standardized tests. Let's keep testing in its rightful place—as a mere tool in the educational kit designed to educate and serve.

Notes

[1] Romano, Octavio Ed. Quinto Sol Publications, Berkeley, Calif. *El Grito*, Vol. II.

[2] Lambert, Wallace E., and Tucker, G. Richard. "The Home/School Language Switch Program in the St. Lambert Elementary School, Grades K-5.

[3] Krear, Serafina. "The Role of the Mother Tongue at Home and in School—in Development of Bilingualism." *Chicanos Social and Psychological Perspectives.* (Edited by Natanial Wagner and Morsher J. Haug.) 1971.

[4] U.S. Commission on Civil Rights. "The Unfinished Education: Outcomes for Minorities in the Five Southwestern States." October 1971.

[5] California State Department of Education. "Miller-Unruh Basic Reading Program." Annual Evaluation Report, 1969-70.

[6] Palomares, Uvaldo, and Trujillo, Miguel P. First Quarterly Project Report on "Examination of Assessment Practices and Goals and the Development of a Pilot Intelligence Test for Chicano Children." OEO Grant, Washington, D.C., October 1971.

[7] *Ibid.*

[8] Sanchez, George I. "Bilingualism and Mental Measures: a word of caution." *Chicanos Social and Psychological Perspectives.* (Edited by Natanial Wagner and Morsher J. Haug.) 1971.

[9] Jackson, Rex. *Developing Criterion-Referenced Tests.* Test Development Division, Educational Testing Service, Princeton, New Jersey. June 1970. (Distributed by ERIC Clearinghouse on Tests, Measurement and Evaluation)

[10] Project Hacer Vida, Title VII Bilingual Education and Diagnostic Placement, Santa Ana Unified School District, Santa Ana, Calif.

Olivia Garcia Martinez received her under-graduate training at San Francisco State College, where she majored in Social Welfare and Recreation Education. She received her M.S.W. at U.C. Berkeley with a [illegible] in School Social Work in [illegible]. After [illegible] with the San Francisco Unified School District she returned for advanced training [illegible] credential in School Psychology at [illegible] Hayward. She is presently the Coordinator of Testing and Evaluation for the Bay Area Bilingual Education League, Berkeley, California.

GLOSSARIES

The MAP Revisions Department recommends the extensive use of glossaries within texts to be prepared by participating publishers. Such glossaries should emphasize vocabulary expansion and should avoid examples that would tend to restrict or deplete vocabulary.

We recommend that each publishing company acquire a copy of the Diccionario de Referencias Léxicas for Bilingual Teachers, elaborated by Armando González Pérez of the University of Marquette, Ricardo Fernández of the University of Wisconsin in Milwaukee, and Francisco Urbina of the Project CANBBE in Milwaukee.

This dictionary can be obtained by writing to Juan Solís, Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas, 78721, and consists of 58 pages containing in ten categories the various terms used respectively by Chicanos, Puerto Ricans, Cubans and other Spanish-speaking groups of the United States.

With permission of the authors, we are reproducing here a few pages of this dictionary as a sample in order to acquaint the reader with the nature of the work.

We also recommend that each publishing company acquire a copy of the Bilingual Review, Volume I, N° 2, published for May through August, 1974, by the Department of Romance Languages of New York City College, NY 10031. It contains research by Nila Marrone on vocabulary differences in the hispanic world.

It must be noted that the first work we are recommending does not contain vocabulary coming from Spain. Glossaries should also include the terminology that proceeds from that country.

We are including here examples of glossaries elaborated at MAP:

Spain	California	Texas	Puerto Rico	Cuba
cometa	papalote	papalote huila	chiringa cometa	chiringa cometa barrilete
búho	tecolote	tecolote	búho	búho
lechuza	lechuza	lechuza	lechuza	lechuza
autobús	camión	camión	guagua	guagua

Spain	California	Texas	Puerto Rico	Cuba
romper un cristal	romper un vidrio	quebrar una ventana	romper un cristal	romper un vidrio
gafas	lentes anteojos	antiparras anteojos	espejuelos cristales lentes	espejuelos
heno	paja	paja	paja heno	paja
helado	helado nieve	helado	mantecado helado	mantecado helado
playera	camiseta	camiseta	camiseta	
saltamontes	saltamontes chapulín	chapulín chapúl	esperanza saltamontes	esperanza saltamontes

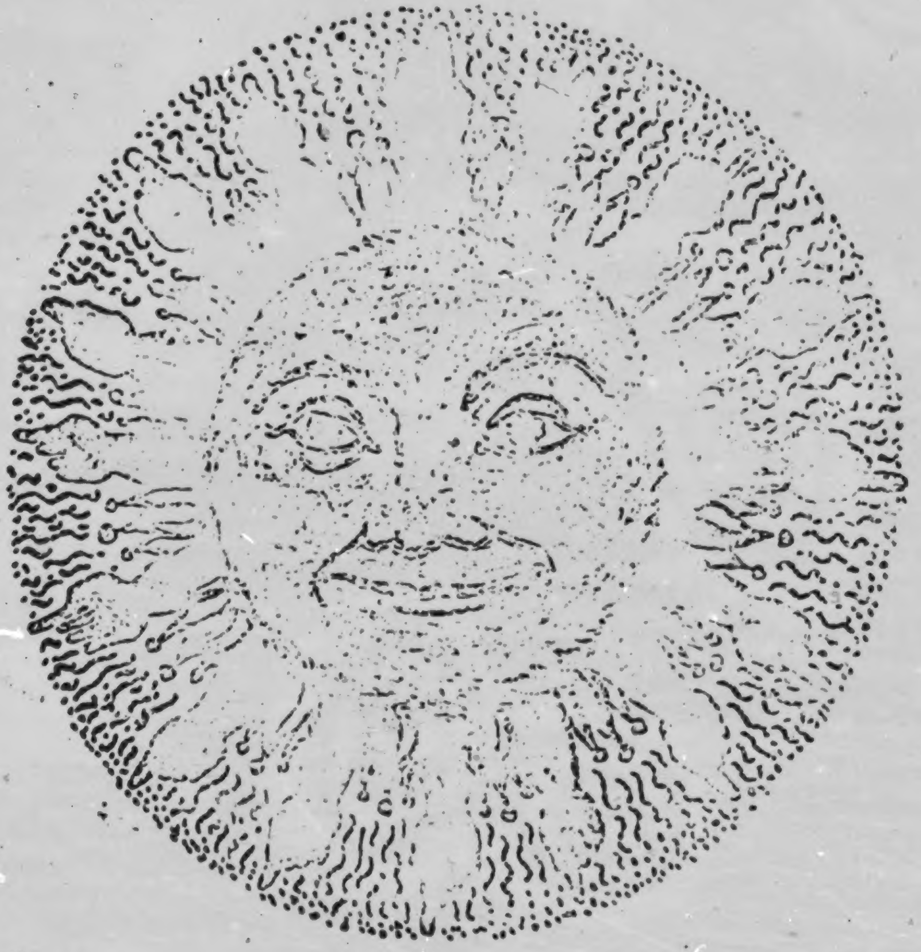
Some of the words that appear as synonyms in the preceding lists, in reality are not, since they name varieties of the same object. For example: huila (that is a kite in the form of a hexagon), papalote (that is a kite in the form of a rhombus).

Sometimes the distinction between varieties has been lost and only a generic word is used. For example: the use of camión and camión de carga instead of autobús and camión.

Sometimes the more precise word is not used, as when the word camiseta is used for playera.

The words listed under Spain were taken from illustrations and content appearing in books from that country. It is possible that the illustrations may not have represented the objects correctly.

DICTIONARY



DICCIONARIO

DE REFERENCIAS LEXICAS

FOR BILINGUAL TEACHERS

IN MULTICULTURAL SETTINGS

(DRAFT NOT FOR DISSEMINATION)

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INTRODUCCION

Background

Teachers in bilingual programs in the Midwest deal frequently with a heterogeneous Spanish-speaking population, which is made up predominantly of Mexican-American, Puerto-Rican and Cuban children, with various other students from Central and South American countries. Linguistic variety in terms of lexical items poses a perplexing problem for teachers, particularly when they must consciously avoid imposing their own linguistic preferences - or biases - on children from cultural backgrounds different from their own.

A Mexican-American teacher may use terms such as *guajolote*, *elote*, *papalote*, *cobija*, *aretes*, *gis*, *nieve*, *bote de la basura*, *huaraches*, *frijoles*, *camión*, which will be perfectly understandable to Chicano pupils. Chances are that Puerto Rican pupils will be puzzled by these terms, for they would expect to hear instead, respectively: *pavo*, *maíz*, *chiringa*, *frisa*, *pantallas*, *tiza*, *mantecado*, *zafacón*, *chancletas*, *habichuelas*, *guagua*. (The English equivalents would be, respectively: *turkey*, *corn*, *kite*, *blanket*, *earrings*, *chalk*, *ice cream*, *garbage can*, *slippers*, *beans* (pinto or kidney), *bus*.) Moreover, to further complicate matters, Cuban, Central and South American children would recognize some of these words, but not all, e.g., *chiringa* becomes *cometa* or *volantín*; *pantallas* may become *zarcillos* or *pendientes*; *mantecado* and *nieve* may become simply *helado*; *chancletas* or *huaraches* may become *zapatillas*; *guagua* and *camión* may be rendered into the obvious *autobús* or simply *bus*.

The list could be extended for there are conservatively speaking, hundreds of lexical items in the average Spanish speaker's vocabulary which differ (in varying degrees of meaning and usage) from another Spanish speaker's. Levels of usage add another variable to an already complex situation, but our concern does not address this area due to limitations of time and resources.

The following study is designed primarily to assist the growing number of personnel in bilingual/bicultural programs to begin to cope with linguistic diversity in the schools. It should be pointed out, however, that it is but a preliminary effort by a group of concerned professionals who, upon discovering the need for such a compilation from countless conversations with and expressions of interest from teachers, decided to embark on this project. It is hoped that it will stimulate other bilingual educators to develop the concept/model used here to fit their own particular circumstances.

A brief study of this nature is impossible to fully complete because change is the very essence of language. In addition, while lexical preferences exist between countries, there are few, if any, hard lines of demarcation. There will be speakers everywhere who may opt for the item which is not most frequently preferred by their fellow countrymen. Faced with the perplexing task of selecting which items were tipically used by Chicanos, Boricuas, Cubanos, etc., we were forced at times to make arbitrary choices which may be erroneous and will have to be corrected. We stand ready to do so and, indeed, would encourage readers to make their critiques known to us.

METHODOLOGY

A list of all items which are listed in the study was distributed during the spring and summer of 1974 to 100 informants (teachers, teacher aides, administrators, parents, college and university educators) who were asked to provide the word(s) which they most frequently used to denote each specific item. Information came from Spanish-speakers residing in the Midwest (Illinois, Michigan, Indiana, Minnesota, Ohio, Wisconsin) and Florida (Miami). Respondents were Cubans, Puerto Ricans, Mexicans from Mexico, Mexican Americans from the states of New Mexico, Texas, California and Washington; Central Americans, South Americans and Spaniards were also represented. A total of 55 responses were obtained, which were collated and cross-tabulated before being incorporated into the study. It should be noted at this juncture that no attempt was made to pass judgment on the "correctness" (or lack thereof) of the items submitted by informants, although in several cases the compilators disagreed with the choices given. The anticipated outcome of our collective decision not to intervene with informants' choices will be a study which, hopefully, would reflect more accurately existing lexical preferences in the Latin diaspora.

Organizational categories of linguistic preferences were established, as follows:

C = Cuban
M = Mexican (from Mexico)
MA = Mexican American, Chicano (New Mexico, Texas, California, and other states throughout the continental U.S.)
P = Puerto Rican (both island and mainland residents)
O = Other speakers throughout the Spanish-speaking world (Spain, the Caribbean, Central and South America)

While there is considerable overlap among these categories, we have tried to select the word(s) which are employed most commonly by speakers from a particular group. This should not be construed as an attempt on our part to indicate that the word(s) listed for certain groups are either not known to other groups or not used by them. We emphasize again: language is not a monopoly over which any group or any speaker has control. Preferences do exist, and our intent is to identify the more obvious ones for the different groups as reported to us by informants, as well as by drawing from our own cultural experiences.

The categories of M and MA were particularly difficult to grapple with due to the diversity (geographical, generational and cultural) of the groups involved. To be more specific, some words used by Mexican Americans (Hispano) in New Mexico are quite unfamiliar to Chicanos in South Texas, California, and elsewhere.

Conversely, some items well known and used by Mexican Americans in San Antonio may not be as well known to Hispanos in Las Cruces or Santa Fe. Persons born in Mexico, who were raised there and later migrated to the United States at varying states of their lives, tend to show greater facility in Spanish, both spoken and written, than second and third generation Mexican Americans. We cannot delve into the socio-linguistic implications of this situation here; suffice it to say that there were enough differences between Mexicans and Mexican Americans in their choices of lexical items that it was felt a separate category was necessary. At the risk of belaboring the point, it should be stressed here that our purpose is not to promulgate differences but merely to make note of them so that teachers can use this variety of language to enrich the vocabulary of their pupils, whatever their social, cultural or economic backgrounds.

The influence of English is clearly felt on several items, which is not surprising given the years of residence in the United States of many informants, many of whom have been born in the United States. Direct borrowings from English appear as such, e.g., sandwich, jacket, nylon, closet, etc., with an approximation on pronounciation in parenthesis following each item. An asterisk has been used to indicate which words are obvious anglicisms but, nevertheless, are used quite commonly. The choices of our informants were again respected here since we chose not to sit in judgment of the propriety of a particular item, a task which properly belongs to academicians of language and others.

The impact of American technology is being felt by many languages, and Spanish is no exception, whether we speak of Spain, Puerto Rico, Venezuela, Mexico, etc. The influence of French is also felt, e.g., petit-pois, flú or flús, creche, throughout the Caribbean and Venezuela. What the Spanish language will evolve into a hundred years hence is anyone's guess, but it is safe to assume that English will leave its mark on it, primarily in lexical items. This study perhaps provides some evidence of things to come.

Finally, a word of caution. While emphasis is placed on differences among the various major groups of Spanish speakers in the United States, our intention is not to present these differences as growing to the extent of preventing communication. There is a great deal more in common than there are differences, linguistically speaking, among our peoples. Español is and will continue to be lingua franca from Mexico to Argentina, from Spain to the Caribbean, and indeed throughout the world, wherever any two speakers of Spanish meet. If our limited effort is a step in maintaining our linguistic unity as La Raza, wherever we may come from, then it will have served its modest purpose.

Armando González Pérez, Marquette University
Ricardo Fernández, University of Wisconsin-Milw.
Francisco Urbina, Coordinator, Midwest Region
CANBBE Project

Milwaukee, Wisconsin
October, 1974

ROPA Y OBJETOS PERSONALES

ITEM	VARIATION	CODE				
		C	M	MA	P	O
Barbershop	barbería	x		x	x	x
	peluquería		x			x
Bathing Suit	bañador					x
	calzoncillo (de baño)		x			x
	taparrabos (hombre)					x
	traje de baño		x	x	x	x
	trusa	x	x			x
Belt	cinto	x	x	x		
	cinturón		x	x		x
	correa				x	x
	faja		x	x		x
Bottle (Baby's)	biberón		x		x	x
	botella	x	x	x		x
	mamila		x			
	tetera(o)		x	x	x	
Bracelet	brazalete	x	x	x	x	x
	pulsera	x	x	x	x	
	pulso			x		

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SECTION II

SECTION II

STATE GUIDELINES FOR ADOPTION

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California

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
721 CAPITOL MALL, SACRAMENTO 95814

Responding to your recent inquiry, the information below describes the California instructional materials adoption procedures.

State adopted textbooks were first made available to California elementary schools in 1884. At that time the state began leasing the publishers' plates and using them to manufacture the adopted textbooks. However, it was not until 1913 that the state began providing adopted textbooks free to all of the public elementary schools, a practice which still prevails.

The State Board of Education determines which elementary textbooks and related instructional materials shall be adopted. However, in determining which materials it will adopt, the Board gives full consideration to the recommendations made by the State Curriculum Development and Supplemental Materials Commission, established by law, and composed of outstanding educators appointed by the Board, two legislators and five public members.

The adoption process begins when the Commission recommends to the State Board of Education that a committee of educators be appointed to develop a framework for the subject for which it has decided new materials should be adopted. The framework developed by this committee is reviewed by the Commission, and when it is approved by the Commission, it is then presented to the Board for its approval. The framework approved by the Board is used by the Commission to prepare the criteria that will be employed in selecting the materials the Commission will recommend for adoption. Publishers are then notified of the adoption by a call for bids, which is issued by the Board. At the same time, the criteria are also made available. Publishers who submit bids are required to provide a specified number of each of the materials to be evaluated.

After the Commission receives copies of the materials submitted for adoption, each of its members screens them and determines the ones he believes should be retained for further study. Usually, the member invites other outstanding educators--including professors, supervisors, and classroom teachers--and lay persons to assist him in doing this job. The Commission as a whole then decides which materials will be retained for further study, conducts the required study, and recommends to the State Board of Education the materials which are best suited for use in California elementary schools.

The materials are then made available for public review and for evaluation by the professional personnel of the school districts. Each school district then selects the textbooks and materials it wishes to use and reports its choices to the Department of Education, which charges them against the credit of $7 per pupil which has been allotted from the State Instructional Materials Fund.

The California system of adopting and providing textbooks and related instructional materials for the public and nonpublic elementary schools is unique among the systems. California is the only state that prints many of its own textbooks and provides them and other materials without cost to the school districts.

Sincerely yours,

Ellsworth Chunn

Ellsworth Chunn, Ph.D.
Chief, Curriculum Frameworks
and Instructional Materials
Selection (916) 445-2731

EC:jc

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

To all Publishers Intending to Submit Instructional Materials in Future Adoptions

Subject: THE NEW CALIFORNIA STATE INSTRUCTIONAL MATERIALS LAW

Gentlemen:

The new California state instructional materials law requires that publishers submit evidence of having actually tested their textbooks and instructional materials with actual students in classroom settings, and the results reported objectively to the State Board and State Department of Education. Therefore, this is to advise you of this particular passage for your information and guidance. The bid call for English and Related Subjects, Reading and Literature, Bilingual/Crosscultural, and Foreign Languages will be issued in June of this year: if you have proof of performance for any of your materials, your reports will be expected by September 4, 1973. If you have no reports to submit September 4, we will try to make arrangements for verification during the autumn with reports expected by February 1, 1974. The Education Code section follows:

> 9426. Publishers and manufacturers shall, in accordance with rules and regulations adopted by the state board, develop plans to improve the quality and reliability of instructional materials through learner verification. Governing boards shall be encouraged to permit publishers and manufacturers to have limited access to classrooms for necessary testing and observation. Publishers and manufacturers shall provide copies of test results and evaluations made as part of learner verification at the request of any governing board.

Another requirement of law involves inservice training; for your information, this section is quoted below:

> 9425. At the request of any district board and with the approval of the county superintendent of schools, publishers and manufacturers or other qualified persons or organizations [illegible] provide inservice training in the use of [illegible] them. The inservice training shall be provided on terms agreed to by the publisher or manufacturer or other qualified person or organization and may be paid for by the district board.

9425. (continued) If the publisher or manufacturer or other qualified person or organization does not provide the inservice training at no cost to the district board, and the district board does not agree to pay for the inservice training, no penalties shall be imposed upon the publisher or manufacturer or other qualified person or organization.

Publishers might wish to take advantage of the opportunity afforded by the law to test their manuscripts, books, models, early drafts, or mock-ups with pupils.

Sincerely yours,

Ellsworth Chunn

Ellsworth Chunn, Ph.D.
Chief, Curriculum Frameworks
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California State Department of Education
Curriculum Frameworks and Instructional
Materials Selection Unit

*See #4, 5 & 6 of SECTION II of this Manual for more specific requirements.

Rating Sheet for the Evaluation of Materials in Bilingual-Bicultural Education

(One form must be completed for each piece, set, system, series, or kit of instructional material evaluated. This form may be duplicated.)

OVERALL RECOMMENDATION
Retain ☐ **Eliminate** ☐

PUBLISHER: ____________________

TITLE: ____________________

Publisher's grade level(s) __________ Estimated reading level range __________

This is a: Textbook ☐, Series of texts ☐, System ☐, Set ☐, Kit ☐, A-V ☐, Teacher guide ☐, Other ☐ _____

Overall comments: ____________________

________________ **Name of evaluator:** ____________ Title __________
Commission member

Signature: ____________________

Legal Analysis

1. With regard to the items below, determine whether the material complies with the legal provisions of Division 8, Chapter 929, Article 3, of the Education Code, "Content Requirements for Instructional Materials."

Check the box to the right if this material does not contribute to the *accurate* portrayal of the following:

		Cite page and place.
1.1 The contributions of both men and women in all types of roles, including professional, vocational, and executive roles	☐	______
1.2 The role and contributions of American Indians, American Negroes, Mexican Americans, Asian Americans, and members of other ethnic and cultural groups to the total development of California and the United States	☐	______
1.3 The role and contributions of the entrepreneur and labor in the total development of California and the United States	☐	______
1.4 Man's place in ecological systems and the necessity for the protection of our environment	☐	______
1.5 The effects on the human system of the use of tobacco, alcohol, narcotics, and restricted dangerous drugs	☐	______

Check the box to the right if material includes the following:

1.6 Any matter reflecting adversely upon persons because of their race, color, creed, national origin, ancestry, sex, or occupation	☐	______
1.7 Any sectarian or denominational doctrine or propaganda contrary to law	☐	______

Factual Analysis

2. Check the box to the right if the material is *not* factually accurate.	☐	______

Instructional Analysis

On a five-point scale from poor to excellent, rate this material with regard to the following:

	Poor				*Excellent*	*Not applicable*
3. This material reflects the philosophy and goals of the "Framework in Bilingual-Bicultural Education," adopted in 1973.	☐	☐	☐	☐	☐	☐
4. This material complies with the provisions of the "Criteria for Evaluating Instructional Materials in Reading."						
4.1 Rate Student Material in each of the following areas:						
4.1.1 Content	☐	☐	☐	☐	☐	☐
4.1.2 Sequence	☐	☐	☐	☐	☐	☐
4.1.3 Scope	☐	☐	☐	☐	☐	☐

Strengths: ____________________

Weaknesses: ____________________

4.2 Rate Teacher Material in each of the following areas:						
45.2.1 Format	☐	☐	☐	☐	☐	☐
4.2.2 Instructional strategies	☐	☐	☐	☐	☐	☐
4.2.3 Assessment	☐	☐	☐	☐	☐	☐

Strengths: ____________________

Weaknesses: ____________________

4.3 Rate Media Standards for quality, durability, and convenience	☐	☐	☐	☐	☐	☐

Strengths: ____________________

Weaknesses: ____________________

POINTS TO CONSIDER IN RATING BILINGUAL-BICULTURAL MATERIAL

5.1 Student Material

5.1.1 *Content, Sequence, and Scope*

1. Emphasizes the history, folkways, literature, local events, and holidays of the linguistic minority
2. Includes aesthetic art works appropriate to the linguistic cultural minority
3. Material appropriate to the level of intended instruction and to the varying learning capacities of the students by age and grade in respect to:
    - (a) Vocabulary level
    - (b) Difficulty of concepts
    - (c) Theme
    - (d) Sequence of content
    - (e) Method for developing concepts
    - (f) Interest level
4. Promotes positive attitudes toward all races and cultures
5. Material relates to experiences of the culturally different student
6. Material parallel to English curricular material

5.1.2 *Appropriateness*

1. Content consistent with educational goals of program
2. Medium appropriate to subject matter
3. Material up-to-date

5.1.3 *Style and Format*

1. Presentation logical and clear
2. Quality of narration and dialogue
3. Appropriateness of title, labels, or captions
4. Quality of binding and paper

5.1.4 *Visual Elements of Materials*

1. Large enough to be clearly visible to the viewer
2. Presents subject matter of interest to the pupils
3. Illustrates clearly the language and/or cultural principle in question
4. Accurate regarding historical and cultural details
5. Easy to use
6. Accompanied by helpful teaching techniques

5.1.5 *Auditory Aspects of Materials*

1. Uses authentic native or near-native speakers representing male and female adult as well as children's voices
2. Is of good high fidelity quality
3. Uses voices speaking at an appropriate rate and with accurate intonation

5.2 Teacher Material

1. Includes clearly stated philosophy, approach, sequence of skills, or objectives
2. Includes suggestions for implementing instructional approaches
3. Presents a variety of teaching strategies to meet individual needs
4. Includes information about how spoken dialects affect learning to read
5. Presents a variety of formal and informal techniques for assessment of student attitudes, interests, and the skills of word analysis and comprehension
6. Style and format convenient for teacher use

California Instructional Materials Law

Compiled by

Curriculum Frameworks and Instructional Materials Selection Unit

[illegible]
[illegible]

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CALIFORNIA'S NEW TEXTBOOK AND INSTRUCTIONAL MATERIALS LAW

During the 1972 session of the legislature, Assembly Bill 531 and Senate Bill 436 were passed to change California's laws on textbooks to include audio-visual materials and a per-pupil allotment of money for their acquisition.

The pages that follow are a combination of the two chaptered versions of the new law: AB 531 (Chapter 929) and SB 436 (Chapter 1233).

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Curriculum Frameworks and Instructional
Materials Selection
July 1974

DIVISION 8. INSTRUCTIONAL MATERIALS

CHAPTER 1. GENERAL PROVISIONS

Article 1. Legislative Intent

9200. It is the intent and purpose of the Legislature in enacting this division to provide for the acquisition of instructional materials for the elementary and secondary schools.

9201. For purposes of any provision of the California Constitution which requires the adoption of textbooks for use in the elementary schools, the state board shall have the power, subject to the provisions of this division, to adopt one or more separate series of textbooks or instructional materials systems for any of the several courses offered in the elementary schools, or for any combination of such courses. For such purposes the term "elementary schools" shall have the meaning prescribed by Section 9231.

9202. The Legislature hereby recognizes that, because of the common needs and interests of the citizens of this state and the nation, there is a need to establish broad minimum standards and general educational guidelines for the selection of instructional materials for the public schools, but that, because of economic, geographic, physical, political, educational, and social diversity, specific choices about instructional materials need to be made at the local level.

9203. The Legislature further recognizes that by enacting Division 7 (commencing with Section 7800) of the Education Code it gave school district governing boards broad powers to establish courses of study, and that school district governing boards must have the ability to choose instructional materials which are appropriate to their courses of study.

Article 2. Definitions

9220. For the purpose of this division the definitions set forth in this article shall govern the construction of this division.

9221. "Instructional materials" means all materials designed for use by pupils and their teachers as a learning resource and which help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or nonprinted and may include textbooks, educational materials and tests.

9221.3. "Basic instructional material" means instructional materials designed for use by pupils as a principal learning resource and which meet in organization and content the basic requirements of the intended course.

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9221.5. "Supplementary instructional materials" means instructional materials designed to serve, but not limited to, one or more of the following purposes, for a given subject, at a given grade level:

(1) To provide more complete coverage of a subject or subjects included in a given course.

(2) To provide for meeting the various learning ability levels of pupils in a given age group or grade level.

(3) To provide for meeting the diverse educational needs of pupils with a language disability in a given age group or grade level.

(4) To provide for meeting the diverse educational needs of pupils reflective of a condition of cultural pluralism.

9222. "Instructional materials system" means a comprehensive collection of related instructional materials which are designed to improve learning in one or more subjects and are so designed that all parts of the system are necessary to produce the results intended.

9222.3. "Instructional materials set" means a collection of related supplementary instructional materials produced and submitted as a set by a single publisher or manufacturer and which are so designed that each part of the set is related to the same subject; however, not all parts of a set shall be necessary to promote the maximum efficiency of pupil learning in that subject. All parts of a set shall have a common educational purpose and methodology, and each part of a set shall be identified, marked, or imprinted with a common title or name.

9223. "Textbook" means a book designed for use by pupils as a source of instructional material, or a teachers edition of the same book.

9224. "Educational material" means any audiovisual or manipulative device including, but not limited to films, tapes, flashcards, kits, phonograph records, study prints, graphs, charts and multimedia systems. Educational materials do not constitute equipment as defined in the California School Accounting Manual.

9225. "Test" means any device used to measure the knowledge or achievement of students.

9226. "State board" means the State Board of Education.

9227. "Commission" means the Curriculum Development and Supplemental Materials Commission.

9228. "District board" means that board of education or governing board of any county, city and county, city or other district which has the duty to provide for the education of the children in its county, city and county, city, or district.

9229. "Governing boards" means the state board and any one or more district boards.

9230. "School official" means any member of any governing board, any city, county, city and county or district superintendent of schools, and any principal, teacher or other employee under his charge.

9231. "Elementary school" means all public schools in which instruction is given through grade 8 or in any one or more of such grades.

9232. "High school" means all public schools other than elementary schools in which instruction is given through grade 12, or in any one or more of such grades.

9233. "Nonpublic school" means a school satisfying the requirements of Section 12154 of the Education Code, if such school is exempt from taxation under Section 214 of the Revenue and Taxation Code.

9234. "Learner verification" means the continuous and thorough evaluation of instructional materials for their effectiveness with pupils.

9235. "Curriculum framework" means an outline of the components of a given course of study designed to provide state direction to school districts in the provision of instructional programs.

Article 3. Content Requirements for Instructional Materials

9240. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society, including:

(a) The contributions of both men and women in all types of roles, including professional, vocational, and executive roles.

(b) The role and contributions of American Indians, American Negroes, Mexican-Americans, Asian Americans, and members of other ethnic and cultural groups to the total development of California and the United States.

(c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

9240.5. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which accurately portray, whenever appropriate:

(a) Man's place in ecological systems and the necessity for the protection of our environment.

(b) The effects on the human system of the use of tobacco, alcohol, narcotics and restricted dangerous drugs as defined in Section 11901 of the Health and Safety Code, and other dangerous substances.

9241. When adopting instructional materials for use in the schools, governing boards shall require such materials as they deem necessary and proper to encourage thrift, fire prevention and the humane treatment of animals and people.

9242. When adopting instructional materials for use in the schools governing boards shall require, when appropriate to the comprehension of pupils, that textbooks for social science, history or civics classes contain the Declaration of Independence and the Constitution of the United States.

9243. No instructional materials shall be adopted by any governing board for use in the schools which, in its determination, contains:

(a) Any matter reflecting adversely upon persons because of their race, color, creed, national origin, ancestry, sex or occupation.

(b) Any sectarian or denominational doctrine or propaganda contrary to law.

9244. All instructional materials adopted by any governing board for use in the schools shall be, to the satisfaction of the governing board, accurate, objective, and current and suited to the needs and comprehension of pupils at their respective grade levels.

9245. Any governing board may conduct an investigation of the compliance of any instructional materials which it adopts with the requirements of this article.

9246. In the event that after the good faith acquisition of instructional materials by a governing board, the instructional materials are found to be in violation of this article and the governing board is unable to acquire other instructional materials which meet the requirements of this article in time for them to be used when the acquired materials were planned to be used, the governing board may use the acquired materials but only for that academic year.

Article 4. Requirements for Publishers and Manufacturers

9260. Every publisher or manufacturer of instructional materials offered for adoption or sale in California shall comply with all the requirements and provisions of this division.

9261. A publisher or manufacturer shall:

(a) Furnish the instructional materials offered by him at a price in the State of California which, including all costs of transportation to that place, shall not exceed the lowest price at which the publisher offers said instructional materials for adoption or sale to any state or school district in the United States.

(b) Automatically reduce the price of said instructional materials to any governing board to the extent that reductions are made elsewhere in the United States.

(c) Provide any instructional materials free of charge in the State of California to the same extent as that received by any state or school district in the United States.

(d) Guarantee that all copies of any instructional materials sold in California shall be at least equal in quality to the copies of such instructional materials that are sold elsewhere in the United States, and shall be kept revised, free from all errors, and up to date as may be required by the state board.

(e) Not in any way, directly or indirectly, become associated or connected with any combination in restraint of trade in instructional materials, and that he will not enter into any understanding, agreement, or combination to control prices or restrict competition in the sale of instructional materials for use in the State of California.

(f) Maintain an office and depository in the State of California or arrange with an independently owned and operated depository in the State of California to receive and fill orders for instructional materials.

(g) Upon the willful failure of the publisher or manufacturer to comply with the requirements of this section, be liable to the governing board in the amount of three times the total sum which the publisher or manufacturer was paid in excess of the price required under subdivisions (a) and (b) and (e), and in the amount of three times the total value of the instructional materials and services which the governing board is entitled to receive free of charge under subdivision (c).

9262. The provisions of Section 9261 shall apply to the purchase of instructional materials under Sections 7203 and 7352.

9263. Any governing board shall order any publisher or manufacturer who violates any provision of this division to cease to offer or sell any instructional materials to that governing board. If such an order is made, it shall be unlawful for that governing board to purchase or order instructional materials from such publisher or manufacturer.

Article 5. Prohibited Acts

9280. No school official shall require any pupil, except pupils in classes for adults or community colleges, to purchase any instructional material for the pupils' use in the schools.

9281. No publisher or manufacturer of instructional materials, nor any of his representatives, shall offer or give any emolument, money, or other valuable thing, or any inducement, to any school official to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material.

9282. No school official shall accept any emolument, money or other valuable thing, or any inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material.

9283. Any publisher or manufacturer of instructional materials or his representative, or any school official who violates any of the provisions of this article is guilty of a misdemeanor. Any school official who violates any of the provisions of this article shall, in addition to any other penalty, be removed from his official position.

9284. Nothing in this article shall be construed to prevent any publisher, manufacturer, or agent from supplying for purposes of examination necessary sample copies of instructional materials to any school official.

9285. Nothing in this article shall be construed to prevent a school official from receiving sample copies of instructional materials.

9286. Nothing contained in this article shall be construed to prohibit or restrict a school official from receiving royalties or other compensation from the publisher or manufacturer of instructional materials written, designed, or prepared by such school official, and adopted or purchased by any governing board, other than compensation paid as commission to the school official for negotiating sales to governing boards. No district shall have or claim the right to receive any such royalty or other compensation due to any school official employed by the district unless the instructional material was written or prepared during the normal schoolday during which the school official is required by the district to be on duty.

Article 6. Reports

9300. Each district board shall make reports, whenever required, directly to the Superintendent of Public Instruction, concerning the instructional materials used in its schools.

Article 7. Application and Construction of Division

9320. No provision of this division shall be construed as requiring the district board of any district maintaining a community college to provide instructional materials free of charge, or otherwise, to any student enrolled in any community college, nor shall any of the provisions of this division be construed as applicable to instructional materials required or authorized to be used by students in any community college.

9321. No provision of this division shall be construed as requiring the district board of any district to provide instructional materials, free of charge, or otherwise, to any adult enrolled in a class for adults, nor shall any of the provisions of this division be construed as applicable to instructional materials required or authorized to be used by adults in classes for adults.

9322. No provision of this division shall be construed as prohibiting any district board, or any county library, from ordering and purchasing from their own funds such instructional materials as they may require, including state listed materials at a price equal to that computed pursuant to Section 9443.

9323. If any provision of this division, or the application thereof to any person or circumstances is held invalid, such invalidity shall not affect other provisions or applications of the division which can be given effect without the invalid provision or application, and to this end the provisions of this division are severable.

CHAPTER 2. ELEMENTARY INSTRUCTIONAL MATERIALS

Article 1. State Adoption and Selection

9400. The state board shall biennially adopt a list of textbooks and instructional materials for use in the elementary school grades subject to the following provisions:

(a) The state board shall adopt not less than five but not more than 15 of any of the following, per subject, per grade: (1) instructional materials, (2) instructional materials systems, (3) instructional material sets, (4) a combination of instructional materials, instructional materials systems, and instructional material sets. The state board may designate each instructional material, instructional material system, instructional material set, or any combination thereof, as basic or supplementary. The state board shall not adopt more than two instructional material sets per subject.

(b) Fewer than five instructional materials, instructional materials systems, and instructional materials sets may be adopted per subject, per grade if publishers and manufacturers of instructional materials do not submit a sufficient number of educationally useful materials or systems, as determined by the state board, however, in no event shall the state board adopt less than two basic instructional materials systems per subject, per grade.

(c) In the event that a district board establishes to the satisfaction of the state board that the adoption of basic instructional materials does not promote the maximum efficiency of pupil learning in the district, the state board shall authorize that district board to use its instructional materials credit to purchase, through the Department of Education, additional instructional materials specified by the state board in accordance with standards and procedures established by the state board.

(d) The state board shall biennially adopt lists of instructional materials for the following subjects: (1) language arts, (2) arithmetic, (3) social sciences, (4) reading, (5) science, and (6) any other subject in which the board shall determine the need and desirability for instructional materials to promote the maximum efficiency of pupil learning. The state board may establish a cycle for adoptions by designating subjects to be adopted in even-numbered years and subjects to be adopted in odd-numbered years.

(e) The state board shall, at the time of the adoption, determine the date upon which state-adopted instructional materials shall be available for use by district boards.

(f) The state board may adopt instructional materials, instructional material systems, and instruction material sets without designating a grade or subject, and the state board may designate more than one grade or subject whenever the state board determines that a single subject designation or a single grade designation would not promote the maximum efficiency of pupil learning. Any materials so designated may be placed on a single grade or single subject list or may be placed on separate lists including other materials with similar grade or subject designations; however, all materials so designated shall be adopted subject to the numerical limitations of subdivision (a).

9401. In adopting the biennial list of instructional material the state board may do any one or more of the following:

(a) Retain any instructional materials from the previous biennial list, or any instructional materials adopted by it prior to October 1, 1972, and make any adjustment in prices based on information provided pursuant to Section 9403.

(b) Delete from the previous biennial list any instructional materials adopted by it prior to October 1, 1972, or any material which it determines is obsolete pursuant to Section 9800, or which received no order from any district board during the previous biennial period.

(c) Add instructional materials not previously submitted for adoption, or materials previously submitted which have been revised to comply with any recommendations of the state board.

9402. Before final adoption of any instructional materials not currently listed, the state board shall make any textbooks proposed for adoption available for public inspection for 30 days at display centers designated by county superintendents of schools. There shall be at least five display centers in Los Angeles County, three each in Orange County and San Diego County, and two each in Alameda County and Santa Clara County.

9403. The state board shall give the commission a public hearing before making any adoption of instructional materials for use in the elementary schools of the state.

9404. The commission shall:

(a) Recommend curriculum frameworks to the state board.

(b) Develop criteria for evaluating instructional materials submitted for adoption so that the materials adopted shall adequately cover the subjects in the indicated grade or grades and which comply with the provisions of Article 3 (commencing with Section 9240) of Chapter 1 of this division. Such criteria shall be public information and shall be provided in written or printed form to any person requesting such information..

(c) Study and evaluate all instructional materials submitted for adoption.

(d) Recommend to the state board instructional materials which it approves for adoption.

9405. The commission may, in order to fulfill its duties pursuant to Section 9404, appoint task forces or committees of subject matter experts to assist and advise them Each task force or committee appointed by the commission shall include classroom teachers as defined in Section 321 and representatives of the various ethnic groups and of the various types of school districts. Accurate records of the advice and recommendations of each task force or committee member shall be maintained by the commission, and made available to the state board at its request.

Article 2. Duties of Publishers and Manufacturers

9420. All publishers and manufacturers submitting instructional materials for adoption by the state board shall comply with the provisions of Chapter 1 (commencing with Section 9200) of this division.

9421. Publishers and manufacturers submitting instructional materials for adoption shall provide sample copies of such materials in quantities to be determined by the state board.

9422. Publishers and manufacturers shall, at a time designated by the commission, submit the following information:

(a) Detailed specifications of the physical characteristics of such material. Such specifications shall be complied with by the publisher or manufacturer if the material is adopted and purchased in completed form by the state board or any district board. If the material is adopted under a lease contract, the Department of General Services shall follow comparable specifications in manufacturing the material. Changes in specifications may be made when approved by the state board and the publisher or manufacturer.

(b) A price schedule for the sale of completed materials to the state, including all costs of transportation pursuant to subdivision (a) of Section 9401, a statement of the cost to the State of California of purchasing a single unit of each item of instructional material, and any discounts for quantity purchases and any discounts for payment within any specified period of time.

(c) A price schedule for the lease and/or purchase by the state of films, dies, and other materials to be used by the state to manufacture such materials.

(d) A price schedule of royalty costs to be paid to the publisher or manufacturer whenever the state manufactures and distributes to school districts any such materials.

9423. Publishers and manufacturers may submit revisions to price schedules submitted pursuant to Section 9422 for any materials being considered for readoption pursuant to subdivision (a) of Section 9401.

9424. Publishers and manufacturers shall make available for purchase by any governing board any diagnostic, criterion-referenced, or other tests that they may develop.

9425. At the request of any district board and with the approval of the county superintendent of schools, publishers and manufacturers or other qualified persons or organizations shall provide in-service training in the use of instructional materials produced by them. The in-service training shall be provided on terms agreed to by the publisher or manufacturer or other qualified person or organization and may be paid for by the district board. If the publisher or manufacturer or other qualified person or organization does not provide the in-service training at no cost to the district board, and the district board does not agree to pay for the in-service training, no penalties shall be imposed upon the publisher or manufacturer or other qualified person or organization.

9426. Publishers and manufacturers shall, in accordance with rules and regulations adopted by the state board, develop plans to improve the quality and reliability of instructional materials through learner verification. Governing boards shall be encouraged to permit publishers and manufacturers to have limited access to classrooms for necessary testing and observation. Publishers and manufacturers shall provide copies of test results and evaluations made as part of learner verification at the request of any governing board.

Article 3. State Instructional Materials Fund

9440. There is hereby created the State Instructional Materials Fund, effective July 1, 1973. The fund shall be a means of annually funding the acquisition of instructional materials as required by the Constitution of the State of California. All money in the fund is continuously appropriated to the State Department of Education without regard to fiscal years for carrying out the purposes of this division. It is the intent of the Legislature that the fund shall provide for flexibility of instructional materials.

9441. The fund shall be administered by the State Department of Education under policies established by the state board. The state board shall encumber part of the fund to:

(a) Pay for the cost of royalties, warehousing, and shipping for those textbooks in the state textbook warehouse as of July 1, 1973, and adopted by the state board prior to March 7, 1973.

(b) Pay for the costs of instructional materials to be loaned to nonpublic school pupils pursuant to Section 9305.

(c) Pay for the costs of braille and large print textbooks to be furnished for visually handicapped pupils pursuant to Sections 9302 and 9303.

(d) Pay for the costs of warehousing and transporting textbooks printed by the Department of General Services. Such costs shall not exceed 10 percent of the cost of each textbook printed by the Department of General Services.

(e) Establish, commencing with the 1974-75 fiscal year, a reserve account, of not to exceed two hundred thousand dollars ([illegible]) to pay for the cost of:

(1) Acquisition of instructional materials, including those ordered for purchase by persons and entities pursuant to subdivisions (a) and (b) of [illegible]

(2) [illegible] of instructional [illegible] district [illegible] theft, [illegible] vandalism [illegible]

9442. After the application of Section 9441, the state board shall encumber the balance of the fund for the purpose of:

(a) Establishing a credit for each district board with which instructional materials adopted by the state board may be ordered.

(b) Establishing a cash allotment in an amount determined by the state board for use in purchasing instructional materials from any source, or for the purchase of tests or in-service training pursuant to Sections 9424 and 9425.

(c) Obtaining instructional materials in subsequent fiscal years.

In establishing the credit and cash allotments for each school district, the board may take into consideration estimated increases or decreases in average daily attendance for the year in which the instructional materials are to be used.

9443. District boards ordering instructional materials from lists adopted by the state board shall have deducted from their credit a unit cost based on the information provided by publishers or manufacturers pursuant to subdivision (b) of Section 9422. In the event that the state board arranges for the manufacture of such instructional materials at a lower actual cost the savings shall be deposited in the State Instructional Materials Fund, to be used for additional textbook credit in subsequent years.

9443.1. Where the adoption period of any adoption made prior to October 1, 1972, has expired after such date but prior to the first biennial adoption to be made for that subject pursuant to the statutes enacted at the 1972 Regular Session of the Legislature, the state board may extend the prior adoption period for such books for any period up to but not beyond the date determined by the state board pursuant to subdivision (e) of Section 9400 for the first biennial adoption in that subject. Acquisition and distribution of books under an extended adoption shall be in accordance with the law and agreements with publishers in effect at the time of original adoption except that:

(a) No minimum order or ratio of textbooks shall be required of district governing boards, except that each district board shall provide sufficient quantities of the state-adopted textbooks to meet the needs of their pupils and the requirements of Section 7.5 of Article IX of the California Constitution.

(b) The unit cost price of books ordered for use after July 1, 1974, whether by purchase from the publisher or printed by the Department of General Services shall be deducted from the credit of the district board ordering such books.

(c) In the event that the books under an extended adoption are found to be in violation of the requirements in Article 3 (commencing with Section 9240) of Chapter 1 of this division, and the governing board is unable to acquire other books which meet the requirements of that article in time for them to be used when the acquired books were planned to be used, the governing board may use the acquired books but only for that academic year.

This section shall remain in effect until July 1, 1977, and on that date is repealed.

9444. The fiscal yearend unexpended balance of any cash allotment or credit of any district board shall be separately encumbered for the district board and shall be separately carried over into the subsequent fiscal year for their respective uses by the district board.

9445. The State Controller shall during each fiscal year, commencing with fiscal year 1973-1974, transfer from the General Fund of the state to the State Instructional Materials Fund, an amount of seven dollars ($7) per pupil in average daily attendance in the public and nonpublic elementary schools during the preceding fiscal year, as certified by the Superintendent of Public Instruction, except that this amount shall be adjusted annually in conformance with the Consumer Price Index, all items, of the Bureau of Labor Statistics of the United States Department of Labor, measured for the calendar year next preceding the fiscal year to which it applies. For purposes of this section, average daily attendance in the nonpublic schools shall be the enrollment reported pursuant to Section 29009.5.

9446. This article shall become operative on July 1, 1973. This article shall remain in effect only until June 30, 1977, and as of that date is repealed.

Article 4. Local Ordering Procedures

9460. It is the intent of the Legislature in adopting this article that district boards order instructional materials which meet the needs of pupils in their district, and which relate to their courses of study as adopted pursuant to Division 7 (commencing with Section 7500).

9461. District boards shall determine the necessary quantities and distribution pattern of instructional materials to pupils. No minimum order or ratio of materials shall be required, except that each district board shall provide sufficient quantities of state-adopted textbooks and instructional materials to meet the needs of their pupils and the requirements of Section 7.5 of Article IX of the California Constitution. District boards shall order all parts of any instructional material system which they order, except that, upon furnishing evidence to show that it already possesses any part or parts of a system, a district board shall not be required to order that quantity of those parts of the system. District boards may order any quantity of any part of any instructional materials set.

9462. District boards shall provide for substantial teacher involvement and shall promote the involvement of parents and other members of the community in selecting instructional materials.

9463. District boards shall order state-adopted textbooks and instructional materials on forms prescribed by the Department of Education. Such forms shall include, or be accompanied by, information concerning the grade or grades and subject or subjects for which each instructional material is intended, and the unit cost of such material, as computed pursuant to Section 9443, which will be deducted from the credit of the district when ordered. District boards may order instructional materials from lists adopted by the state board without regard to the subject or grade designated by the state board and may use such instructional materials in any manner which will promote the maximum efficiency of pupil learning.

9464. All district orders for state adopted instructional materials shall be forwarded as directed by the Superintendent of Public Instruction for procurement of such materials in the most economical and timely manner pursuant to Article 5 (commencing with Section 9480) of this chapter. However, in cases where the district does not qualify as a city school district and is an elementary district with fewer than 901 average daily attendance or a high school district with fewer than 1,501 average daily attendance, the county superintendent of schools shall approve the orders for instructional materials by such districts before forwarding as directed by the Superintendent of Public Instruction. All district orders for instructional materials not adopted by the state shall be placed directly with the publisher or manufacturer at any of its offices in the State of California or at any publishers' or manufacturers' depository in the State of California.

9465. After any instructional material, including any state-adopted textbook, has been placed in use by a district board subsequent to a biennial adoption, it shall be retained in use by the district for a period of not less than two years nor more than six years after the date of its first use.

Any textbook which has been placed in use by a district board prior to July 1, 1974, pursuant to a state board adoption made prior to August 15, 1972, may be retained in use by the district up to but not beyond the date determined by the state board pursuant to subdivision (e) of Section 9400 for the second biennial adoption in that particular subject.

However, the Superintendent of Public Instruction may exempt materials from these requirements whenever the district board demonstrates that the continued use of the material will contribute to the maximum efficiency of pupil learning.

Article 5. State Procurement of Instructional Materials

9480. The state board shall cause to be acquired and distributed any instructional materials ordered by district boards pursuant to Article 4 (commencing with Section 9460) of this chapter.

9481. The state board may acquire instructional materials included in any list adopted by the board for use in the elementary schools, by any one or more of the following means determined by the board to be in the best interests of the state:

(a) Purchase them directly from the publisher or manufacturer at any of its offices in the State of California or from any publishers' or manufacturers' depository in the State of California.

(b) Compile them, or cause them to be compiled and manufacture them.

(c) Lease films, dies, maps, engravings, or copyright or patented matter for use in manufacturing them.

(d) Contract for, or lease copyrights for use in compiling, printing, or publishing them.

(e) Provide for either the payment of royalties or for the leasing of films or both, or for making the whole or any part of the material and do any or all things that may be necessary for the purpose of procuring materials for use in the elementary schools.

(f) Arrange for the printing of textbooks by the Department of General Services.

(g) Produce or contract for the production of textbooks in braille, large print, recordings or other media for the use of handicapped minors, including the visually handicapped.

For the purpose of acquiring the various parts of any instructional materials system adopted pursuant to Section 9[illegible], the state board may use any one or combination of the foregoing means in order to acquire all or any part of the instructional materials system.

9482. Each contract executed [illegible] instructional materials shall include the right [illegible] and reproduce the material in braille, large print, [illegible] media for the [illegible] handicapped [illegible] Such right [illegible] corrections, revisions and other modifications [illegible] necessary.

9483. Each contract executed pursuant to Section 9482 shall specify that the royalty, if required, for such materials shall be that specified in the contract for the regular materials designed for nonhandicapped pupils. Any contract for the purchase of instructional materials shall establish a royalty, if required, for permission to transcribe or reproduce in braille, large print, recordings or other media for use of handicapped minors, including the visually handicapped.

9484. The cost of instructional materials acquired in any manner pursuant to Section 9481 shall be paid out of the State Instructional Materials Fund.

9485. The state board, in order to procure textbooks, shall tabulate all orders for each textbook title received from school districts and nonpublic school pupils. The Department of General Services shall select from the tabulation those titles which can be manufactured by that department at a unit cost lower than that specified in the price schedule submitted by the publisher or manufacturer pursuant to subdivision (b) of Section 9482 and which that department can complete manufacture of in time to permit delivery to the school districts and nonpublic school pupils prior to the opening of school in the year in which the textbooks are to be used.

9485.5. All textbooks not printed pursuant to Section 9485 and all other instructional materials shall be obtained by the state board pursuant to Section 9481.

9486. Subject to the approval of the state board or a representative of the state board appointed to supervise the work, the Department of General Services shall have supervision of all the mechanical work connected with the printing of such textbooks as may be compiled and adopted. The Department of General Services, after printing and binding the books, shall deliver them to the Superintendent of Public Instruction.

9487. The Department of General Services shall receive payment on the approval of the items of cost by the state board or its duly authorized agent.

9488. The amount fixed for royalty and costs of films or copyright or patented matter in favor of any company, or individual, shall be presented by the Superintendent of Public Instruction to the state board for its approval. Claims shall be paid quarterly, in the same manner as other claims upon the State Treasury.

9489. The Department of General Services shall furnish one copy of a cost-finding report showing items of work and the materials and the exact cost of each item for each of the lot of books, to the state board.

9490. On receiving a copy of the cost-finding report and the estimated cost of the publishing of any book, the state board shall determine and fix the cost price of the books. The cost price shall be determined by adding: (a) the cost of manufacture, and (b) the contract price to be paid as royalty or for the use of films, maps, engravings, or copyrighted or patented matter.

9491. The cost price shall be deemed to be the whole cost of producing the material at Sacramento.

9492. The Department of General Services shall on the first day of each month furnish to the state board a detailed statement showing the name and number of books printed and bound by it during the preceding month, and the number in course of being printed and bound.

9493. The Superintendent of Public Instruction shall arrange for the warehousing and shipping of all instructional materials printed by the Department of General Services in the most economical and timely manner. All other state-adopted instructional materials shall be warehoused and shipped pursuant to subdivision (f) of Section [illegible].

9494. The Superintendent of Public Instruction shall arrange for the redistribution of surplus instructional materials to districts reporting insufficient quantities of such materials.

Article 6. Other Uses of Elementary Instructional Materials

9500. The following individuals or organizations may order instructional materials from lists adopted by the state board:

(a) The head of any state institution offering instruction in the elementary grades, or giving instruction in the teaching of elementary subjects.

(b) Governing boards or nonpublic schools.

(c) Individuals for use only in California.

Such materials shall be purchased at the unit cost determined pursuant to Section 9443.

9501. The Superintendent of Public Instruction shall keep an accurate account of the amount of money received from the sale of instructional materials and report to the Controller in accordance with provisions of Chapter 1 (commencing with Section 1[illegible]) of Part 2 of Division 4 of Title 2 of the Government Code. The amount of money collected therefor shall be paid into the Treasury to the credit of the State Instructional Materials Fund.

9502. The state board shall make available copies of adopted textbooks in large print for pupils enrolled in the elementary schools whose visual acuity is 20/70 or less or who have other visual impairment making the use of such textbooks necessary. The state board shall make available adopted textbooks in braille characters for pupils enrolled in elementary schools whose corrected visual acuity is 20/200 or less.

9503.* The Superintendent of Public Instruction shall establish and maintain a central clearinghouse depository and duplication center for specialized textbooks, reference books, recordings, study materials, [illegible] and other such items [illegible] the use [illegible] of California [illegible] shall [illegible] state board.

Such instructional materials in [illegible] to other handicapped minors enrolled in [illegible]

California who are unable to benefit from the use of conventional print copies of textbooks, reference books, and other study materials in a manner determined by the state board.

The specialized textbooks, reference books, recordings, study materials, tangible apparatus, equipment and other similar items shall be available for use by visually handicapped students enrolled in the public community colleges, California State University and Colleges, and the University of California.

9504. The Superintendent of Public Instruction shall loan to pupils entitled to attend the public schools of California, but in attendance at a school other than a public school under the provisions of Section 12154, the items specified in Section [illegible], without cost to the pupils or to the nonpublic school which they attend.

9505. The Superintendent of Public Instruction shall lend to pupils entitled to attend the public elementary schools of the district, but in attendance at a school other than a public school under the provisions of Section 12154, instructional materials adopted by the state board for use in the public elementary schools. No charge shall be made to any pupil for the use of such adopted materials.

Materials shall be loaned pursuant to this section only after, and to the same extent that, materials are made available to students in attendance in public elementary schools. However, no cash allotment may be made to any nonpublic school.

Materials shall be loaned for the use of nonpublic elementary school students after the nonpublic school student certifies to the State Superintendent of Public Instruction that such materials are desired and will be used in a nonpublic elementary school by the nonpublic elementary school student.

CHAPTER 3. HIGH SCHOOL TEXTBOOKS

Article 1. Adoption and Purchase

9600. The district board of each district maintaining one or more high schools shall adopt textbooks for use in the high schools under its control. Only textbooks of those publishers who comply with the requirements of Article 3 (commencing with Section [illegible]) and Article 4 (commencing with Section [illegible]) of Chapter 1 of this division and of Section [illegible] may be adopted by the district board.

9601. The state board shall designate the kinds of books which shall be classified as textbooks for the purposes of this chapter. Instructional materials not classified as textbooks may be purchased by district boards without reference to the provisions of this chapter, except that all instructional materials shall be purchased directly from the publisher or manufacturer at any of its offices in the State of California or from any publishers' or manufacturers' depository in the State of California.

9602. The textbooks adopted shall be put into use in the district not later than the school year next following their adoption.

9603. After any textbook has been adopted by the district board and placed in use, it shall be retained in use for a period of not less than three years after the date of its adoption, as shown by the official records of the district board.

9604. The clerk, secretary, or other person named by the district board for the purpose shall purchase textbooks on order of the district board of the high school district and shall examine the books when received. If they are found to be correct and in accordance with the order, a warrant shall be drawn for the proper amount, including the cost of transporting the textbooks, against any fund of the high school district available for the purpose and remitted to the publisher within 30 days after receipt of the books.

Article 2. Furnishing Textbooks to Pupils

9620. The district board of each high school district may fix a charge not to exceed the cost of the books to the high school district for books furnished pupils in classes for adults. In lieu of fixing such charge, the board may lend books to such pupils and require the making of deposits by the pupils, the amount of deposit made by a pupil to be refunded to him upon the return by him of the books lent him in good condition, reasonable wear and tear excepted.

9621. The district board of each high school district shall purchase textbooks and may purchase supplementary books for the use of pupils enrolled in the high schools of the district. The textbooks and supplementary books shall at all times remain the property of the district, and shall be supplied to the pupils for use without charge.

9622. The district board of each high school district shall make all necessary provisions and arrangements to place the books purchased within easy reach and accessible for the use of all the pupils in the schools under its control.

9623. The district board of a high school district may at the end of any school term sell textbooks and supplementary books owned by the district to pupils of the district at prices which shall not exceed the actual value of the textbooks and supplementary books. The district board shall not require pupils of the district to purchase textbooks or supplementary books offered for sale by the board.

The proceeds of the sales shall be placed in the county treasury to the credit of the general fund of the school district.

9624. The district board of a high school district may purchase textbooks for the use of students residing in the district but attending a public high school in an adjoining state which does not furnish textbooks free of charge. Such textbooks shall remain the property of the district in which the students reside and shall be issued to such students at the discretion of the district board of that district.

Article 3. Disposal of Old Textbooks

9640. The district board of a district maintaining one or more high schools may provide for the disposition of high school textbooks that have been declared obsolete by the district board, in the manner provided in Section [illegible], except that the manner of disposal [illegible] in Section [illegible] shall not preclude the district board from selling high school textbooks pursuant to Section [illegible] nor from selling on the secondhand market high school textbooks that are in fit condition to use, and may provide for the disposition of high school textbooks that have been determined by the board to be unusable for educational purposes in the manner provided in Section [illegible].

CHAPTER 4. OBSOLETE INSTRUCTIONAL MATERIALS

Article 1. Determination of Obsolescence

9800. For the purposes of this chapter, governing boards shall adopt rules, regulations and procedures for prescribing standards for determining when instructional materials adopted by them and either loaned by them or in their possession are obsolete, and if such materials are usable or unusable for educational purposes.

Article 2. Donation or Sale

9820. The state board, any district board which employs a superintendent of schools, and other school districts with the approval of the county superintendent of schools, may dispose of surplus or undistributed obsolete instructional materials in its possession which are usable for educational purposes in any of the following ways:

(a) By donation to any governing board, county free library or other state institution.

(b) By donation to any public agency or institution of any territory or possession of the United States, or the government of any country which formerly was a territory or possession of the United States.

(c) By donation to any nonprofit charitable organization.

(d) By donation to children or adults in the State of California, or foreign countries for the purpose of increasing the general literacy of the people.

(e) By sale for a nominal price for use within the State of California to any organization which agrees to use such materials solely for educational purposes.

9821. Any organization, agency or institution receiving obsolete instructional materials under the provisions of this article shall certify to the governing board that it desires to use the materials for educational purposes and agrees to make no charge of any kind to the persons to whom the organization gives or lends such materials.

9822. In order to ship the obsolete instructional materials to recipients named in Section 9820, governing boards may utilize funds from the State Instructional Materials Fund, in any instance in which the board determines that the cost of shipping will be lower than the estimated cost of storing or otherwise disposing of the obsolete instructional materials involved.

9823. The state board shall pay the publisher or manufacturer the royalties agreed to pursuant to subdivision (e) of Section 9481 for any instructional material that the state board designates as obsolete, but which it provides to district boards that have previously ordered that instructional material.

Article 3. Destruction

9840. The state board, any district board which employs a superintendent of schools, and other school districts with the approval of the county superintendent of schools may dispose of unusable surplus or undistributed obsolete instructional materials, or such materials which are usable but cannot be distributed pursuant to Section 9820 in any of the following ways:

(a) Mutilated as not to be salable as instructional materials and sold for scrap or for use in the manufacture of paper pulp or other substances at the highest price that can be obtained.

(b) Destroyed by any economical means, provided that no instructional material shall be destroyed until 30 days after the governing board has given notice to all persons who have filed a request for such notice.

Article 4. Disposition of Proceeds From Sale

9860. Any money received by the state board from sale of obsolete instructional materials pursuant to the provisions of this chapter shall be deposited in the State Instructional Materials Fund.

9861. Any money received by a district board from the sale of obsolete instructional materials pursuant to the provisions of this chapter shall be deposited in any such fund of the school district as the district board prescribes and shall be used for school district purposes.

CHAPTER 5. SPECIAL PROGRAMS

Article 1. Drug Education

10000. It is the intent of the Legislature that the State Board of Education give high priority to the adoption of instructional materials on drug education for classroom use by teachers and pupils. Such materials shall be designed to assist the teacher in presenting instruction on drug education and to meet the needs of pupils at their respective grade levels. Such material shall be accurate, objective, and current.

10001. The State Department of Education shall establish an information center of current drug education materials which may be used by school districts and teachers for instruction on drug education. The information center shall include, but not be limited to, all the following: current state and federal drug laws; samples of effective courses of study, curriculum guides, teaching materials, reference materials, reports of current and school district policies related to drug education.

SEC. 3. This act is an urgency statute necessary for the immediate preservation of the public peace, health or safety within the meaning of Article IV of the Constitution and shall go into immediate effect.

The Curriculum Commission is required to recommend textbooks to the State Board of Education for adoption. The commission must recommend textbooks in the areas of science, music, and health in October. In order that the provisions of this act relating to the adoption and selection of other instructional materials may be utilized in connection with these subject areas at the earliest possible time, it is necessary that this act take effect immediately.

CRITERIA FOR EVALUATING INSTRUCTIONAL MATERIALS FOR BILINGUAL-BICULTURAL EDUCATION AND FOR TEACHING ENGLISH AS A SECOND LANGUAGE EDUCATION

Submitted for approval

to the

State Board of Education

May 17, 1973

Prepared by

The Curriculum Development and
Supplemental Materials Commission
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CRITERIA FOR EVALUATING INSTRUCTIONAL MATERIALS FOR BILINGUAL-BICULTURAL EDUCATION AND FOR TEACHING ENGLISH AS A SECOND LANGUAGE EDUCATION

Introduction

The goals of Bilingual-Bicultural Education and English as a Second Language Education express the same aspirations held for all youth experiencing public education in the United States. However, the concept of Bilingual-Bicultural Education must emphasize and reflect a philosophy of cultural pluralism. Specifically the bilingual-bicultural program must seek and pursue goals and objectives that clearly promote a deeper understanding among our many cultures. It must also be understood that English as a Second Language (ESL) programs as well as programs for the dominant speakers of English to learn second languages are integral parts of a well-organized bilingual-bicultural program.

The goals of Bilingual-Bicultural Education and English as a Second Language Education are:

--To develop in each student the ability to maximize his potential as an individual, as a learner, and as a citizen in a multilingual-multicultural society.

--To enrich and deepen mutual understanding for all citizens by building upon the rich multicultural foundations of our society. (The learner's unique environment and experiences are the cornerstone of these foundations.)

--To promote cultural acceptance, national pride, and world understanding.

--To offer a curriculum that meets the diverse needs of pupils with different language and cultural orientations in order to permit them to:

.. Preserve and strengthen their self-image and sense of dignity through appropriate and meaningful instructional programs.

.. Utilize their first language as a medium of instruction to avoid premature experiences with the second language which could be detrimental to learning that language.

.. Learn to interact in a multilingual-multicultural social setting.

.. Develop pride in self, school, and community.

.. Develop English communication skills in the non-speaker of English to a level comparable with native speakers of English of the same age and ability.

.. Develop second language communications skills in the dominant speaker of English to a level comparable with speakers of that language of the same age and ability.

- .. Develop incentive to remain in school, succeed, and prepare for future undertakings.

- .. Acquire the academic tools to pursue post secondary education.

Major factors to consider in the selection of instructional materials for Bilingual-Bicultural Education are:

Content, Sequence and Scope

1. Emphasis on the history, folkways, literature, local events and holidays of the linguistic minority.

2. Inclusion of visual perception development through aesthetic art works appropriate to the linguistic cultural minority.

3. Appropriateness of material to the level of intended instruction and to the varying learning capacities of the students by age and grade in respect to:

    a) Vocabulary level
    b) Difficulty of concepts
    c) Theme
    d) Sequence of content
    e) Method for developing concepts
    f) Interest level

4. Promotion of positive attitudes toward all races and cultures.

5. Positive relation of material to experiences of the culturally different student.

6. Parallelism of material to English curricular material.

Accuracy, Authenticity, Appropriateness

1. Accuracy of factual content.

2. Qualifications of the author and/or producer.

3. Consistency of content with educational goals of program.

4. Appropriateness of medium to subject matter.

5. Up-to-dateness of material.

Style and Format

1. Clear and logical presentation.

2. High quality narration and dialogue.

3. Appropriateness of title, labels, or captions.

4. High quality binding and paper.

Major factors to consider in the selection of instructional materials for the acquisition of English (or another language) as a Second Language and First Language Development are:

Content, Sequence and Scope

1. Proper sequence for language learning from aural comprehension to speaking to reading to writing.

2. Adequate practice in using the language.

3. Opportunities to learn the structure and function of language.

4. Development and refining of reading skills.

5. Controlled vocabulary.

6. Suitability of content and structure for age and grade.

7. Equitable treatment of ethnic minorities.

8. Progressive development in:

    a) Basic reading skills
    b) Vocabulary
    c) Language structures
    d) Concepts and insights
    e) Stimulating thinking

Appropriateness

1. Audio-lingual orientation.

2. Adequacy and variety of exercises.

3. Presentation of sentence patterns as they relate to sequential development by transformations, modifications and expressions.

Style and Format

1. Sentence constructions in modern style.

2. Aids to develop and test comprehension.

3. Adequate and appropriate visuals, comprehension questions, vocabulary exercises, and sentence-pattern exercises.

Visual elements of materials for Bilingual-Bicultural programs and English as a Second Language program must:

1. Be large enough to be clearly visible to the viewer.
2. Present subject matter of interest to the pupils.
3. Illustrate clearly the language and/or cultural principle in question.
4. Be accurate regarding historical and cultural details.
5. Be easy to use.
6. Be accompanied by helpful teaching techniques.

Auditory elements of materials for Bilingual-Bicultural programs and English as a Second Language program must:

1. Use authentic native or near-native speakers representing male and female adult as well as children's voices.
2. De hi fidelity.
3. Employ recorded material designed for the specific program under scrutiny.
4. Use voices speaking at an appropriate rate and with accurate intonation.

GUIDELINES FOR EVALUATION OF INSTRUCTIONAL MATERIALS
FOR COMPLIANCE WITH CONTENT REQUIREMENTS
OF THE EDUCATION CODE

Approved by
California State Board of Education
Newton L. Steward, President
September 12, 1974

Produced by the
Curriculum Frameworks and Instructional Materials Selection Unit

(For Use with Check Sheets Entitled "Analysis of Compliance with the Education Code".)

California State Department of Education
Wilson Riles, Superintendent of Public Instruction
Sacramento, 1974

GUIDELINES FOR EVALUATION OF INSTRUCTIONAL MATERIALS FOR COMPLIANCE WITH CONTENT REQUIREMENTS OF THE EDUCATION CODE

Purpose

The purpose of these guidelines is to provide consistent, systematic standards for evaluating instructional materials proposed for use in California's public elementary schools that will ensure compliance with the Education Code and with the criteria which implement that Code.

Children pattern their interests, prejudices, and ideals after what they see and hear. Children dream of and aspire to those goals they are encouraged to attain. Their world can be expansive and filled with exciting and infinite possibilities, or frustrating in its limitations, depending on their exposure. Much of a child's early development takes place in school, and the potentially positive or negative effect of the school experience is well documented. The Legislature recognized the vital role instructional materials play in the formation of a child's attitudes and beliefs when it adopted Sections 9240 and 9243.

These guidelines are not intended to supplant the evaluator's judgment, because it would be impossible to do so. They do comprise the minimum standards for acceptability. The guidelines state necessary but not sufficient conditions for compliance of instructional materials with Education Code Sections 9240(a), (b) and 9243(a) and the relevant criteria. The guidelines should be used when evaluating both the student material and the teacher material. In no event should instructions in a teacher manual designed to overcome noncompliant pictures or text in a pupil edition be given any consideration in evaluation of the pupil edition.

In order to portray accurately the cultural and racial diversity and the male and female roles in our society, instructional materials must encourage students to understand not only the historical roles and contributions of women and minorities, but also the forces which shaped those roles and contributions and how and why the contemporary roles and contributions of women and minorities are different.

Limitations

In certain limited situations, it would be inappropriate to require that a pictorial or textual item conform exactly to these guidelines. Such an instance would arise, for example, in reprinting a story by a named author, or a painting by a named artist, which is considered to make an important contribution to a given instructional material. In such a situation, however, discussion material should be included indicating that, for example, a particular attitude toward women or a minority group was prevalent during a certain period in history and how and why that attitude has changed.

These guidelines may be inapplicable to certain instructional materials. For example, materials need not include references to people. Therefore, math problems described solely in abstract terms or [illegible] without human attributes are outside the scope of these guidelines. [illegible] materials which contain references to children need not include references to adults.

Content Requirements Other Than Female and Male Roles, and Cultural and Racial Diversity

The content requirements in other areas have been treated in two groups. Criteria have been written with respect to entrepreneur and labor, ecology and environment, dangerous substances, and religion. The remaining requirements--thrift, fire prevention, humane treatment of animals and people, and the inclusion of certain historical American documents--were felt to be sufficiently self-explanatory not to require specific criteria.

Criteria with Respect to Female and Male Roles -- Education Code Sections 9240(a) and 9243(a)

In order to encourage the individual development and self-esteem of each child, regardless of gender, instructional materials, when they portray people (or animals having identifiable human attributes), shall portray women and men, girls and boys, in a wide variety of occupational, emotional, and behavioral situations, presenting both sexes in the full range of their human potential.

1. References in the form of labels or retorts which tend to demean, stereotype, or be patronizing toward females must not appear.

Do references to women indicate that their talents, intelligence, or activities are inferior to those of men? Or that they are incapable of handling a situation without a man's assistance? For example, there should be no labels such as "old maids," "fish wives," "henpeckers," or "woman driver," or retorts such as "she's only a girl" or "what do you expect from a girl?" Such references constitute adverse reflections.

2. Instructional materials that generally reflect contemporary American society, regardless of the subject area, must contain references to, or illustrations of, males and females approximately evenly, except as limited by accuracy.

This criterion is largely self-explanatory. It applies to those materials in which the gender of persons referred to or illustrated is incidental to the purpose of the material, such as a science or health textbook, or a general reader.

3. Mentally and physically active, problem-solving roles should be filled by female and male characters approximately evenly.

It is important to look for instances in which females, both girls and women, are involved in mentally and physically active, problem-solving roles--such as conducting a science experiment, participating in sports, repairing a broken object--that are all too often depicted as male-oriented, and determine whether such instances occur in a fair proportion to those involving males.

4. Emotions--for example fear, anger, aggression, excitement, or tenderness--should occur randomly among characters regardless of gender.

All people are capable of, and susceptible to, all emotions, and the idea that only females cry and only males fight is an inaccurate projection of reality. This is not to say that instructional materials must consistently depict males and females in reversed emotional roles. Evaluators should, however, be aware of the tendency to stereotype emotions. If any pattern appears, such as only females expressing fear or tenderness, or only males expressing anger, the material does not meet this criterion.

5. Traditional activities engaged in by characters of one sex must be balanced by the presentation of nontraditional activities for characters of that sex.

"Traditional" in this criterion refers to activities which are generally considered appropriate for persons of one sex. For instance, women cooking, sewing, or cleaning; men working in employment outside the home; boys playing baseball; or girls playing with dolls. The instructional materials certainly need not exclude such activities. They must balance such portrayals with their opposite--nontraditional activities for such persons. Examples might be a boy reading or at quiet play, a man seeking help solving a problem. Balance is achieved when instances of traditional activity can be matched, approximately one-for-one, with instances of nontraditional activity. However, a quantitative overbalance may exist even within a single one-for-one comparison, in which case the evaluator should make a qualitative judgment about the competing portrayals. For example, a single illustration of a short poem which is nontraditional is quantitatively overbalanced by a ten-page story involving a traditional activity. However, the story would still be acceptable if the poem has an educational effectiveness or impact equal to or greater than that of the story.

Although the definition of "traditional" may be different for different evaluators, it might be helpful for evaluators to go through the following exercise: picture the opposite sex from the one portrayed carrying out the activity; if it is difficult to do so, it is likely that the activity is "traditional" for the person engaged in it.

6. If professional occupations are portrayed, men and women must be presented in such roles approximately equally.

7. If executive occupations are portrayed, men and women must be presented in such roles approximately equally.

8. Women and men must be portrayed in an equally extensive variety of vocational situations.

These criteria are relatively self-explanatory. Their [illegible] purpose is to expand the portrayal of occupational roles of men and women and [illegible] children to identify with all fields of endeavor regardless of sex.

Many professions, for example medicine, law, engineering, and banking are typically portrayed as male-dominated. Evaluators must assure that women are depicted in such professional roles approximately as often as men. Whether such equality is achieved can most easily be ascertained by a simple head count comparison of male and female main and background characters, portrayed in professional roles. Similarly, women must be presented in executive positions--as business executives, officials, and administrators, for example--as often as men are.

Evaluators should further ensure that instructional materials indicate an equally wide variety of vocational choices for men and women, measured by the number of vocations in which women are depicted compared to the number in which men are depicted. Disproportionate numbers of women portrayed in a particular vocation should indicate that the material requires careful scrutiny for compliance.

9. Adults of both sexes should be portrayed in domestic chores, recreational activities, and creative endeavors whenever these activities are portrayed in the materials.

The purpose of this criterion is self-evident: to help break down the stereotypes of appropriate male and female behavior. Hence a man can and should be depicted in domestic chores, and women should be depicted in recreational activities and creative endeavors. The appearance and activities of men and women, girls and boys, must occur in a variety of environments--at school, at home, at a place of business, and indoors or outdoors.

This criterion does not require that such roles be consistently reversed or that they should occur in a specific ratio; rather, it requires that such activities occur randomly among characters regardless of sex. Evaluators should particularly watch for the development of patterns of stereotypic role-models as an indication of noncompliance.

10. Where occupational aspirations and life-style choices are discussed, boys and girls should be offered an equally wide range of such aspirations and choices.

Variety of occupations portrayed by adult men and women is a component of this criterion. More subtle, however, is the fact that the various occupations and various life styles--marriage, remaining single, raising children or not doing so--should all be cast in an affirmative light. A child should not learn that women can, and do, work outside the home, but are unhappy, tired, or too busy to enjoy life if they do so. Fantasies and dreams of children for their own futures should not be sex stereotyped. Girls and boys can both aspire to be doctors, police officers, or parents.

11. Whenever developments in, or achievements in, art, science, or any other field are presented, the contributions of women, and particularly the identification of prominent women, should be included and discussed, when historically accurate.

In the development of any field, the contributions of women can generally be accurately included. Women have, because of the bias in our culture, generally been less esteemed and less recognized, no matter what their field, than men who made comparable contributions. If biographies are included in the material, biographies of women should be presented.

12. When the history, culture, or current events of California, the United States, or other nations are presented, attention should be given to the roles and contributions of women.

This criterion is designed to remedy the past inattention to women when instructional materials deal with this country or other nations. The criterion does not set out specific requirements, but evaluators will find that materials which simply ignore half the population of any nation are not acceptable.

13. Imbalance or inequality of any kind, when presented for historical accuracy, should, in the student edition of the instructional material, be interpreted in light of contemporary standards and circumstances.

Failure to meet the criterion set forth in 11 is only justified by the need to be historically accurate. When women are omitted, their absence must be discussed and questioned in the student edition, with particular emphasis on the historical forces which have created the inequality, the change in the situation based on present circumstances, and the necessity for continued efforts to make equal opportunity a reality.

14. Sexually neutral language--for example, "people;" "persons;" "men and women;" "pioneers-they"--should generally be used.

The standard here is basically objective and easy to measure; does the material indulge in male referrents so as to exclude females as participants in society? It is left to the evaluator's discretion to determine when exceptional circumstances exist, such a violation of grammatical rules or author's intent.

15. Success and failure should be distributed fairly evenly between male and female characters.

The consequences of activity undertaken by males and females, both children and adults, as presented in the material must be observed. Positive or negative results can flow from the undertaking of any task. A pattern of positive or negative results, perhaps most simply defined as success or failure, should not emerge as correlated with sex. It is not suggested that all characters succeed at all times. However, the ratio of success to failure must be approximately the same for female characters as for male characters.

Criteria with Respect to Ethnic and Cultural Groups -- Education Code Sections 9240(b) and 9243(a)

In order to project the cultural diversity of our society, instill in each child a sense of pride in his or her heritage, eradicate the seeds of prejudice, and encourage the individual development of each child, instructional materials, when portraying people (or animals having identifiable human attributes), shall include a fair representation of white and minority* characters portrayed in a wide variety of occupational and behavioral roles and present the contributions of ethnic and cultural groups, thereby reinforcing the self-esteem and potential of all people and helping the members of minority groups to find their rightful place in our society.

1. References in the form of labels which tend to demean, stereotype, or be patronizing toward minority groups must not appear.

Evaluators should note all references indicating that the talents, activities, or demeanor of racial or ethnic groups are inferior, such as, for example, "savage Indians" or "lazy Mexicans". Such references constitute adverse reflections.

2. When diverse ethnic or cultural groups are portrayed, such portrayal must not depict differences in custom or life-style as undesirable and must not reflect an adverse value judgment of such differences.

This criterion is fairly self-explanatory. Diversity must be portrayed as an enriching and positive element of our society. In no manner should any other culture be presented as less worthy or less important than white Anglo-Saxon culture.

3. Instructional materials that generally reflect contemporary American society, regardless of the subject area, must contain references to, or illustrations of, a fair proportion of diverse ethnic groups.

This criterion is largely self-explanatory. However, whereas a book or other material dealing with urban sprawl must include references to the diverse ethnic groups existing in our cities, this criterion has no application to a book dealing solely with life in the Barrio. It would apply, however, to illustrations in a science or health textbook or a general reader.

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*For purposes of these criteria, "minority" shall mean those cultural and racial minority groups referred to in Section 9240 of the California Education Code, namely "American Indians, American Negroes, Mexican Americans, Asian Americans, and members of other ethnic and cultural groups...." "European Americans" were added to this section by Statutes 1974, SB-1783, effective January 1, 1975.

4. Mentally active, creative, and problem-solving roles should be filled by white and minority characters in fair proportion.

Evaluators must examine instances in which minority characters are portrayed in mentally active, creative, and problem-solving roles, in contrast to the more physical, manual labor in which they are often depicted. Although such portrayals should appear in a ratio supportive of the proposition that talents are equal in all peoples, such ratios must fairly reflect respective representation of total population.

It is likely that in many situations the characters portrayed in active, problem-solving roles will be main characters, and a count of white and minority main characters involved in such activities should therefore yield a good starting point for the evaluator to judge whether this criterion is met.

5. The portrayal of minority characters in roles to which they have been traditionally restricted by society should be balanced by the presentation of nontraditional activities for characters of that race.

"Traditional" in this criterion refers to activities which are associated in a stereotypical way with persons of a certain race--for instance, Mexican Americans engaging in farm labor, Asian Americans operating laundries, etc. The instructional materials need not altogether exclude such activities. However, such portrayals must be balanced with their opposite--nontraditional activities for such persons. Balance is achieved when, at a minimum, instances of traditional activity can be matched, one-for-one, with instances of nontraditional activity. However, quantitative overbalance may exist even within a single one-for-one comparison, in which case the evaluator should make a qualitative judgment about the competing portrayals. For example, a single illustration of a short poem which is nontraditional is quantitatively overbalanced by a ten-page story involving a traditional activity. However, the story would be acceptable if the poem has an educational effectiveness or impact equal to or greater than that of the story.

6. Minority persons should be depicted in the same range of socioeconomic settings as are white persons.

Instructional materials should provide a range of socioeconomic settings with which children can identify, but this criterion does not speak to that need for variety. This criterion directs the evaluator to note and assure that, if a range of socioeconomic settings is portrayed, minority characters participate in the same range of settings as do white characters. Socioeconomic characteristics should not be portrayed as correlated to race or ethnicity.

7. Depiction of diverse ethnic and cultural groups should not be limited to the root culture, but rather expanded to include such groups within the mainstream of American life.

This criterion should be unnecessary as the statute demands, by inference, the portrayal of minority groups in an American setting. However, it has been noted that instructional materials have sometimes tended to portray, for instance, Mexicans in Mexico and Japanese in Japan as a substitute for presenting the Mexican American and Japanese American experience. Root culture portrayals may be discussed in conjunction with the particular minority group's American or California experience and, therefore, should not be eliminated. But alone, they do not satisfy this criterion. However, this criterion is not applicable to materials dealing solely with other countries or cultures.

8. If professional occupations are portrayed, whites and minorities should be presented in such roles in fair proportion.

9. If executive occupations are portrayed, whites and minorities should be presented in such roles in fair proportion.

10. If vocational occupations are portrayed, whites and minorities should be presented in such roles in fair proportion.

The criteria in parts 8, 9, and 10 are relatively self-explanatory. Their mutual purpose is to expand the portrayal of occupational roles of minorities and enable children to identify with all fields of enterprise regardless of race or ethnicity.

"Fair proportion" in these criteria means an approximately equal number of adult minority characters and adult white characters should be portrayed as professionals or executives, etc. Although no specific number or percentage for each statutorily noted minority group is specified, "tokenism" for any minority group is as unacceptable in instructional materials as it is in the real world of employment.

11. Where occupational aspirations and life-style choices are discussed, whites and minorities should be offered an equally wide range of such aspirations and choices.

Variety of occupations portrayed by adults, minority and white, is a component of compliance with this criterion. In addition, minorities should be portrayed as successful and welcome in the occupations in which they are presented. Finally, the fantasies and dreams of children for their own futures, if portrayed in the materials, should not be limited by their race or ethnicity.

12. Whenever developments in, or achievements in, art, science, or any other field are presented, the contributions of minority peoples, and particularly the identification of prominent minority persons, should be included and discussed, when historically accurate.

It is important to note that, in the development of any field, the contributions of minority peoples can generally be accurately included. Minority persons have, because of the bias in our culture, generally been less esteemed and less recognized, no matter what their field, than whites who have made comparable contributions. It is the publisher's responsibility to include minority persons in the instructional materials, and this inclusion should extend to all the statutorily noted groups. If biographies are included in the material, biographies of minority persons should be presented.

13. Imbalance or inequality of any kind, when presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.

Failure to meet the criterion set forth in 12 is only justified by the need to be historically accurate. When minority persons are omitted, their absence must be discussed and questioned in the student edition, with particular emphasis on those historical forces which have created the inequality, the change in the situation based on present circumstances, and the necessity for continued efforts to make equal opportunity a reality.

14. Success and failure should be distributed fairly evenly among white and minority characters.

It is necessary to look to the consequences of activities undertaken by white and minority characters presented in the material. Positive or negative results, success or failure, can flow from the undertaking of any task, and it is not suggested that all characters succeed at all times. A pattern of success or failure, however, should not emerge as correlated with the race, ethnicity, or cultural background of the character.

Criteria with Respect to Other Content Requirements
(Education Code Sections 9240(e), 9240.5(a), (b), 9243(a), (b)

1. Entrepreneur and Labor

The important factor here is that bias should not be shown toward either group, within the limits of accuracy.

2. Ecology and Environment

These criteria appear to be self-explanatory. It should be noted, however, that they should be applied not only to discussions of the environment *per se* but to any discussions where mention of environmental implications would be relevant.

3. Dangerous Substances

The difference between Criteria 1 and 2 is that the first applies to those areas where such substances are the topic of discussion, whereas the second applies to the intrusion of favorable or casual references or illustrations in other connections.

4. Religion

Important considerations in using these criteria are that one religion not be used exclusively to exemplify all religious beliefs and practices, and that limited examples of particular religious practices should not be used to generalize about the totality of that religious experience.

California State Board of Education

ANALYSIS OF COMPLIANCE WITH THE EDUCATION CODE

Title ______________________________

Publisher ______________________________

Commissioner ____________ Reviewed by ____________ Date ____________

FEMALE AND MALE ROLES

Instructional materials shall accurately portray:

9240(a) The contributions of both men and women in all types of roles, including professional, vocational, and executive roles.

No instructional materials shall contain:

9243(a) Any matter reflecting adversely upon persons because of their ... sex ....

Section A: Check one of the columns to indicate whether, in your judgment, the material meets or fails to meet the criteria listed. A rating of "No" should be fully documented with references to page numbers on which violations of the criteria may be found.

Section B: Check the appropriate column to indicate the degree to which the material satisfies the criterion listed. A rating of "5" indicates full compliance, a rating of "0" indicates total noncompliance. If the criterion is not applicable to the material being analyzed, check the column labeled N/A. Each rating may be more fully explained on the reverse side of this sheet. Refer to the guidelines for a more detailed discussion of each criterion.

A. Criteria with Respect to Adverse Reflections	Page References and Comments	Compliance Yes	Compliance No
1. References in the form of labels or retorts which tend to demean, stereotype, or be patronizing toward females must not appear.			
2. Instructional materials that generally reflect contemporary American society, regardless of subject area, must contain references to, or illustrations of, male and female characters approximately evenly, except as limited by accuracy.			

B. Criteria with Respect to Accurate Portrayal of Roles	Page References and Comments	Degree of Compliance 0	1	2	3	4	5	N/A
3. Mentally and physically active, problem-solving roles should be filled by female and male characters approximately evenly.								
4. Emotions - for example fear, anger, aggression, excitement or tenderness - should occur randomly among characters regardless of gender.								
5. Traditional activities engaged in by characters of one sex must be balanced by the presentation of nontraditional activities for characters of that sex.								

	Page References and Comments	Degree of Compliance						
		0	1	2	3	4	5	N/A
6. If professional occupations are portrayed, men and women must be presented in such roles approximately equally.								
7. If executive occupations are portrayed, men and women must be presented in such roles approximately equally.								
8. Women and men must be portrayed in an equally extensive variety of vocational situations.								
9. Adults of both sexes should be portrayed in domestic chores, recreational activities, and creative endeavors whenever these activities are portrayed in the materials.								
10. Where occupational aspirations and life-style choices are discussed, boys and girls should be offered an equally wide range of such aspirations and choices.								
11. Whenever developments in, or achievements in, art, science, or any other field are presented, the contributions of women, and particularly the identification of prominent women, should be included and discussed, when historically accurate.								
12. When the history, culture or current events of California, the United States, or other nations are presented, attention should be given to the roles and contributions of women.								
13. Imbalance or inequality of any kind, when presented for historical accuracy should, in the student edition of the instructional material, be interpreted in light of contemporary standards and circumstances.								
14. Sexually neutral language - for example, "people;" "persons;" "men and women;" [illegible] should generally be used.								
15. Success and failure should be distributed fairly equally between male and female characters.								
16. Other specific references.								

California State Board of Education

ANALYSIS OF COMPLIANCE WITH THE EDUCATION CODE

Title ____

Publisher ____

Commissioner ____________________ Reviewed by ____________________ Date ____________

CULTURAL AND RACIAL DIVERSITY

Instructional materials shall accurately portray:

9240(b) The role and contributions of American Indians, American Negroes, Mexican-Americans, Asian Americans, * and members of other ethnic and cultural groups to the total development of California and the United States. *European Americans added by Stats. 1974, SB 1783, effective January 1, 1975.

No instructional materials shall contain:

9243(a) Any matter reflecting adversely upon persons because of their race, color, ...national origin, ancestry... or occupation.

Section A: Check one of the columns to indicate whether, in your judgment, the material meets or fails to meet the criteria listed. A rating of "No" should be fully documented with references to page numbers on which violations of the criteria may be found.

Section B: Check the appropriate column to indicate the degree to which the material satisfies the criterion listed. A rating of "5" indicates full compliance, a rating of "0" indicates total noncompliance. If the criterion is not applicable to the material being analyzed, check the column labeled N/A. Each rating may be more fully explained on the reverse side of this sheet. Refer to the guidelines for a more detailed discussion of each criterion.

A.	Criteria with Respect to Adverse Reflections	Page References and Comments	Compliance	
			Yes	No
1.	References in the form of labels which tend to demean, stereotype, or be patronizing toward minority groups must not appear.			
2.	When diverse ethnic or cultural groups are portrayed, such portrayal must not depict differences in custom or life-style as undesirable and must not reflect an adverse value judgment of such differences.			
3.	Instructional materials that generally reflect contemporary American society, regardless of the subject area, must contain references to, or illustrations of, a fair proportion of diverse ethnic groups.			

B.	Criteria with Respect to Accurate Portrayal of Roles	Page References and Comments	Degree of Compliance						
1.	Socially active, creative, and/or problem-solving roles should be filled by ethnic minority characters in fair proportion.								

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	Page References and Comments	Degree of Compliance						
		0	1	2	3	4	5	N/A
5. The portrayal of minority characters in roles to which they have been traditionally restricted by society should be balanced by the presentation of nontraditional activities for characters of that race.								
6. Minority persons should be depicted in the same range of socioeconomic settings as are white persons.								
7. Depiction of diverse ethnic and cultural groups should not be limited to the root culture, but rather expanded to include such groups within the mainstream of American life.								
8. If professional occupations are portrayed, whites and minorities should be presented in such roles in fair proportion.								
9. If executive occupations are portrayed, whites and minorities should be presented in such roles in fair proportion.								
10. If vocational occupations are portrayed, whites and minorities should be presented in such roles in fair proportion.								
11. Where occupational aspirations and life-style choices are discussed, whites and minorities should be offered an equally wide range of such aspirations and choices.								
12. Whenever developments in, or achievement in, art, science, or any other field are presented, the contributions of minority peoples, and particularly the identification of prominent minority persons, should be included and discussed, when historically accurate.								
13. Imbalance or inequality of any kind, when presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.								
14. Success and failure should be distributed fairly evenly among white and minority characters.								
15. Other specific references.								

California State Board of Education

ANALYSIS OF COMPLIANCE WITH THE EDUCATION CODE

Title ______________________________

Publisher ______________________________

Commissioner ____________ Reviewed by ____________ Date ________

ENTREPRENEUR AND LABOR

Instructional materials shall accurately portray:

9240(c) The role and contribution of the entrepreneur and labor in the total development of California and the United States.

No instructional materials shall contain:

9243(a) Any matter reflecting adversely upon persons because of their ... occupation ....

Section A: Check one of the columns to indicate whether, in your judgment, the material meets or fails to meet the criteria listed. A rating of "No" should be fully documented with references to page numbers on which violations of the criteria may be found.

Section B: Check the appropriate column to indicate the degree to which the material satisfies the criterion listed. A rating of "5" indicates full compliance, a rating of "0" indicates total noncompliance. If the criterion is not applicable to the material being analyzed, check the column labeled N/A. Each rating may be more fully explained on the reverse side of this sheet. Refer to the guidelines for a more detailed discussion of each criterion.

A.	Criteria with Respect to Adverse Reflections	Page References and Comments	Compliance	
			Yes	No
1.	References or labels which tend to demean, stereotype, or be patronizing toward an occupation, vocation, or livelihood must not appear.			

B.	Criteria with Respect to Accurate Portrayal of Roles	Page References and Comments	Degree of Compliance						
			0	1	2	3	4	5	N/A
2.	Where appropriate, the role and contribution of the entrepreneur in the total development of California, and the United States, must be included and, when included, must be accurate.								
3.	Where appropriate, the role and contribution of labor in the total development of California, and the United States, must be included and, when included, must be accurate.								
4.	Other specific references.								

California State Board of Education

ANALYSIS OF COMPLIANCE WITH THE EDUCATION CODE

Title ______________________________

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Commissioner ____________ Reviewed by ____________ Date ____________

ECOLOGY AND ENVIRONMENT

Instructional materials shall accurately portray, when appropriate:
9240.5(a) Man's place in ecological systems and the necessity for the protection of our environment.

Check the appropriate column to indicate the degree to which the material satisfies the criterion listed. A rating of "5" indicates full compliance, a rating of "0" indicates total noncompliance. If the criterion is not applicable to the material being analyzed, check the column labeled N/A. Each rating may be more fully explained on the reverse side of this sheet. Refer to the guidelines for a more detailed discussion of each criterion.

Criteria	Page References and Comments	Degree of Compliance						
		0	1	2	3	4	5	N/A
1. Responsibilities of human beings toward a healthy, sensitive environment are appropriately portrayed.								
2. Wise use of resources, both human and physical, is actively encouraged.								
3. Interdependence of people and their environment is portrayed.								
4. Adverse effects of solutions to environmental problems are identified.								
5. Appropriate means of protecting the environment are suggested.								
6. Other specific references.								

California State Board of Education

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Title ____________________

Publisher ____________________

Commissioner ____________________ Reviewed by ____________________ Date ____________

DANGEROUS SUBSTANCES

Instructional materials shall accurately portray, when appropriate:

9240.5(b) The effects on the human system of the use of tobacco, alcohol, narcotics and restricted dangerous drugs as defined in Section 11901 of the Health and Safety Code, and other dangerous substances.

Check the appropriate column to indicate the degree to which the material satisfies the criterion listed. A rating of "5" indicates full compliance, a rating of "0" indicates total noncompliance. If the criterion is not applicable to the material being analyzed, check the column labeled N/A. Each rating may be more fully explained on the reverse side of this sheet. Refer to the guidelines for a more detailed discussion of each criterion.

Criteria	Page References and Comments	Degree of Compliance						
		0	1	2	3	4	5	N/A
1. The hazards of the use of tobacco, alcohol, narcotics and restricted dangerous drugs are depicted in illustrations or discussion where references to these substances are included in instructional materials.								
2. The use of tobacco, alcohol, narcotics, or restricted dangerous drugs is not glamorized or encouraged by illustrations or discussion references.								
3. Other specific references.								

California State Board of Education

ANALYSIS OF COMPLIANCE WITH THE EDUCATION CODE

Title ______________________________

Publisher ______________________________

Commissioner ______________ Reviewed by ______________ Date ______________

RELIGION

No instructional materials shall contain:

9243(a) Any matter reflecting adversely upon persons because of their ... creed ....

9243(b) Any sectarian or denominational doctrine or propaganda contrary to law.

Check the appropriate column to indicate whether, in your judgment, the material meets or fails to meet the criteria listed. A rating of "No" should be fully documented with references to page numbers on which violations of the criteria may be found.

Criteria	Page References and Comments	Compliance	
		Yes	No
1. Any reference to a belief which is identified as religious shall be accurate.			
2. No religious belief or practice shall be held up to ridicule nor any religious group portrayed as inferior.			
3. Portrayals of contemporary American society should reflect its religious diversity.			
4. Any explanation or description of a religious belief or practice shall not be presented in a manner which encourages or discourages belief in the matter, or in a way which indoctrinates the student in any particular religious belief, or otherwise instructs students in religious principles.			
5. Other specific references.			

Call for Bids

for Instructional Materials in the Subjects of Reading, Foreign Languages, and Language Arts, Which Includes English, Spelling and Handwriting, Dictionaries, and Literature

Kindergarten and Grades One Through Eight

WILSON RILES
Superintendent of Public
Instruction and Secretary
State Board of Education

NEWTON L. STEWARD
President
State Board of Education

CALIFORNIA STATE BOARD OF EDUCATION
721 Capitol Mall
Sacramento, CA 95814

July 1, 1973

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Call for Bids for Instructional Materials in the Subjects of Reading, Foreign Languages, and Language Arts, Which Includes English, Spelling and Handwriting, Dictionaries, and Literature

Authorized by Resolution of the State Board of Education
April 12, 1973

I. Invitation to Submit Samples and Bids

The California State Board of Education hereby invites the submission of instructional materials, including (a) textbooks and accompanying teachers manuals, teachers guides, or teachers editions of such textbooks; and (b) educational materials, for adoption and use in the public elementary schools of California for a period of two years beginning July 1, 1975. The Board also invites the submission of sealed bids with respect to the furnishing of such materials to the Board or to the printing and publication, distribution, use, and sale of printed materials by the Board, all subject to the terms and conditions hereinafter set forth.

II. Criteria

Reading, Foreign Languages, and Language Arts,
Which Includes English, Spelling and Handwriting,
Dictionaries, and Literature

Materials submitted will be evaluated on the basis of the criteria adopted by the State Curriculum Development and Supplemental Materials Commission. (See pages 27–61 of this Call for Bids.)

III. Definitions

Materials are variously defined in the Education Code of the state of California as follows:

9221. "Instructional material" means all materials designed for use by pupils and their teachers as a learning resource and which help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or nonprinted and may include textbooks, educational materials, and tests.

9221.3. "Basic instructional material" means instructional materials designed for use by pupils as a principal learning resource and which meet in organization and content the basic requirements of the intended course.

9221.5. "Supplementary instructional materials" means instructional materials designed to serve, but not limited to, one or more of the following purposes, for a given subject, at a given grade level:

(1) To provide more complete coverage of a subject or subjects included in a given course.

(2) To provide for meeting the various learning ability levels of pupils in a given age group or grade level.

(3) To provide for meeting the diverse educational needs of pupils with a language disability in a given age group or grade level.

(4) To provide for meeting the diverse educational needs of pupils reflective of a condition of cultural pluralism.

9222. "Instructional materials system" means a comprehensive collection of related instructional materials which are designed to improve learning in one or more subjects and are so designed that all parts of the system are necessary to produce the results intended.

9222.3. "Instructional materials set" means a collection of related supplementary instructional materials produced and submitted as a set by a single publisher or manufacturer and which are so designed that each part of the set is related to the same subject; however, not all parts of a set shall be necessary to promote the maximum efficiency of pupil learning in that subject. All parts of a set shall have a common educational purpose and methodology, and each part of a set shall be identified, marked, or imprinted with a common title or name.

9223. "Textbook" means a book designed for use by pupils as a source of instructional material, or a teachers edition of the same book.

9224. "Educational material" means any audiovisual or manipulative device, including, but not limited to, films, tapes, flashcards, kits, phonograph records, study prints, graphs, charts, and multimedia systems. Educational materials do not constitute equipment as defined in the California School Accounting Manual.

IV. Basis of Distribution

Materials are adopted and distributed in accordance with California Education Code sections 9400, 9401, and 9402, which read as follows:

9400. The state board shall biennially adopt a list of textbooks and instructional materials for use in the elementary school grades subject to the following provisions:

(a) The state board shall adopt not less than five but not more than 15 of any of the following; per subject, per grade: (1) instructional materials, (2) instructional materials systems, (3) instructional material sets, (4) a combination of instructional materials, instructional materials systems, and instructional materials sets. The state board may designate each instructional material, instructional material system, instructional material set, or any combination thereof, as basic or supplementary. The state board shall not adopt more than two instructional material sets per subject.

(b) Fewer than five instructional materials, instructional materials systems, and instructional materials sets may be adopted per subject, per grade if publishers and manufacturers of instructional materials do not submit a sufficient number of educationally useful materials or systems, as determined by the state board; however, in no event shall the state board adopt less than two basic instructional materials systems per subject, per grade.

(c) In the event that a district board establishes to the satisfaction of the state board that the adoption of basic instructional materials does not promote the maximum efficiency of pupil learning in the district, the state board shall adopt additional basic instructional materials for use by that district board.

(d) The state board shall biennially adopt lists of instructional materials for the following subjects: (1) language arts, (2) arithmetic, (3) social sciences, (4) reading, (5) science, and (6) any other subject in which the board shall determine the need and desirability for instructional materials to promote the maximum efficiency of pupil learning. The state board may establish a cycle for adoptions by designating subjects to be adopted in even-numbered years and subjects to be adopted in odd-numbered years.

(e) The state board shall, at the time of the adoption, determine the date upon which state-adopted instructional material shall be available for use by district boards.

(f) The state board may adopt instructional materials, instructional material systems, and instructional material sets without designating a grade or subject and the state board may designate more than one grade or subject whenever the state board determines that a single subject designation or a single grade designation would not promote the maximum efficiency of pupil learning. Any materials so designated may be placed on a single grade or single subject list or may be placed on separate lists including other materials with similar grade or subject designations; however, all materials so designated shall be adopted subject to the numerical limitations of subdivision (a).

V. Matters Submitted Prior to Bid

Notice of Intent to Submit Bids. Within two weeks following receipt of this Call for Bids, a publisher who wishes to submit samples and a bid shall send notice of his intention to the Secretary, California State Board of Education—Attention: Chief, Curriculum Frameworks and Instructional Materials Selection, 721 Capitol Mall, Sacramento, CA 95814.

Samples for Preliminary Evaluation. By September 4, 1973, and at subsequent dates as directed by the State Department of Education, the publisher shall deliver, as hereinafter specified, up to 185 sample copies of all textbooks and up to 20 samples of educational materials with respect to which the publisher will submit bids in response to this Call for Bids. Teachers editions of, or teachers manuals accompanying, the materials shall be submitted at the same time.

Inside the front cover of each copy of each textbook, there shall be printed, stamped, or pasted a statement specifying the subject and grade level for which the book is intended. A brief that sets forth the plan and merits of any book may be submitted with each sample copy. Similar identification shall be made on other materials submitted.

Materials must be packed one set to a box and the box identified on its four sides with the name of publisher, title, grade for which intended, and the word "Samples." An invoice listing all items in the box must be included within the box.

The samples shall be delivered as follows:

1. Five copies of textbooks and one sample of other instructional materials to Secretary, California State Board of Education–Attention: State Textbook Warehouse, 401 N. Third St., Sacramento, CA 95814
2. Remaining samples to the persons and at the addresses shown on a list to be mailed to the publisher by the Department upon receipt of notice of intent to submit (The persons named in the list are members of the State Curriculum Development and Supplemental Materials Commission or their consultants, or display centers.)

Specifications. When the samples are delivered to the Secretary, California State Board of Education, the publisher shall also deliver to the Secretary, at 721 Capitol Mall, Sacramento, CA 95814–Attention: Chief, Curriculum Frameworks and Instructional Materials Selection, specifications for any books, in conformance with Education Code Section 9422(a):

> 9422. Publishers and manufacturers shall, at a time designated by the commission, submit the following information:
>
> (a) Detailed specifications of the physical characteristics of such material. Such specifications shall be complied with by the publisher or manufacturer if the material is adopted and purchased in completed form by the state board or any district board. If the material is adopted under a lease contract, the Department of General Services shall follow comparable specifications in manufacturing the material. Changes in specifications may be made when approved by the state board and the publisher or manufacturer.

The specifications supplied shall include, among other things, the following information: weight, brand, finish, and source of supply of text paper; and grade, color number, and source of supply of cover cloth. They shall be submitted on the forms supplied by the Department of Education.

List of Materials Submitted. By September 4, 1973, a list of all books or materials being submitted shall be sent to the Secretary, California State Board of Education, 721 Capitol Mall, Sacramento, CA 95814 Attention: Chief, Curriculum Frameworks and Instructional Materials Selection. This list shall be submitted on a form to be supplied by the Department upon receipt of notice of intent to submit and shall show the grade or grades for which each item is intended; the net price at which copies may be purchased; and the office or depository from which such copies may be purchased at such net prices. It shall include all pupils and teachers editions and educational materials to be submitted for this adoption. Publishers should note that no incomplete materials will be accepted for evaluation.

By September 4, 1973, publishers shall also submit information on learner verification already performed or their plans to conduct such verification, as required in Education Code Section 9426:

> 9426. Publishers and manufacturers shall, in accordance with rules and regulations adopted by the state board, develop plans to improve the quality and reliability of instructional materials through learner verification. Governing boards shall be encouraged to permit publishers and manufacturers to have limited access to classrooms for necessary testing and observation. Publishers and manufacturers shall provide copies of test results and evaluations made as part of learner verification at the request of any governing board.

PUBLISHER'S SCHEDULE

Two weeks after call	**Notice of intent**
September 4, 1973	**Samples** **Specifications** **List of materials submitted, with net prices** **Learner verification information**
December 31, 1973	**Bids**

Revision of Materials. **Materials submitted for adoption shall not be changed in content or format during the evaluation without the consent of the State Curriculum Development and Supplemental Materials Commission. Revisions following adoption shall be made only at the direction of or with the consent of the Board.**

VI. Submission of Bids

By December 31, 1973, two copies of each bid shall be submitted on the form therefor supplied by the Department. These forms and information for submitting bids will be sent to publishers as soon as practicable.

VII. Content of Bids for Printed Materials

Bids may be submitted on the basis of license and lease of film materials or sale of completed printed materials. Publishers are requested to bid under both categories. The request for submission of bids under two alternatives is made pursuant to Education Code Section 9422 (b, c, and d):

> 9422. Publishers and manufacturers shall, at a time designated by the commission, submit the following information:
>
> (b) A price schedule for the sale of completed materials to the state, including all costs of transportation pursuant to subdivision (a) of Section 9261, a statement of the cost to the State of California of purchasing a single unit of each item of instructional material, and any discounts for quantity purchases and any discounts for payment within any specified period of time.
>
> (c) A price schedule for the lease and/or purchase by the state of films, dies, and other materials to be used by the state to manufacture such materials.
>
> (d) A price schedule of royalty costs to be paid to the publisher or manufacturer whenever the state manufactures and distributes to school districts any such materials.

The conditions under which bids will be accepted are as follows:

1. *Royalty and lease of film*
   - (a) Royalty per copy for right to print, publish, and distribute during the adoption period specified in the Call for Bids (such right to include reproduction in other media as necessary to supply blind and visually handicapped pupils as provided by law) and to distribute as permitted by law following such adoption period
   - (b) Lump-sum payment, including sales or use tax, for lease of film to the Board
2. *Completed materials*
   Price per unit of completed materials, for use by State Board of Education, as permitted by law, including sales tax, f.o.b. any place in California

Publishers may submit one royalty and one purchase price, or they may bid against a quantity scale. If a quantity scale is to be used, the bids must be made on the following scale: 1–25,000; 25,001–50,000; 50,001–75,000; 75,001–100,000; 100,000 and more, in appropriate increments.

If a publisher chooses to bid against a quantity scale, he must bid on each of two types of scales, as follows:

1. *Sliding scale.* With this scale, quantities of textbooks accumulate over the life of the adoption and continue to affect the basic royalty rate or price. When such a bid is accepted, prices or royalties will be paid on the basis of quantities estimated by the Department of Education to be needed for the entire adoption period. Adjustments will be made as soon as fiscal procedures permit following the end of the quarter in which the last anticipated major distribution occurs.
2. *Stepped scale.* On this scale, each step defines the price or royalty rate for a specific group of copies purchased or distributed. Thus, the first 25,000 copies will be paid for at the price or royalty rate specified; the second 25,000, at a second rate; and so on at progressively lower rates. No adjustments will be necessary.

Publishers may not attach special conditions to the bid but must follow only the structure indicated in this Call for Bids. For example, escalation clauses will not be acceptable.

VIII. Content of Bids for Other Instructional Materials

Bids for other educational materials must contain an identifying description of the materials being bid and state the purchase price, including sales tax, f.o.b. any place in California.

IX. Samples for Public Display Purposes

Whenever textbooks have been recommended for adoption by the State Board of Education, sufficient sample copies must be supplied by the publisher to provide copies for public display, as required in Education Code Section 9402:

> 9402. Before final adoption of any instructional materials not currently listed, the state board shall make any textbooks proposed for adoption available for public inspection for 30 days at display centers designated by county superintendents of schools. There shall be at least five display centers in Los Angeles County, three each in Orange County and San Diego County, and two each in Alameda County and Santa Clara County.

X. Laws and Regulations

Each bidder is hereby put on notice as to the laws of the state of California, including any applicable Budget Act restrictions, and regulations of the State Board of Education governing the adoption and use of textbooks and instructional materials in the public elementary schools of California and the making of contracts with respect thereto.

XI. Inquiries

Inquiries covering this Call for Bids should be addressed to the Chief, Curriculum Frameworks and Instructional Materials Selection, 721 Capitol Mall, Sacramento, CA 95814, phone (916) 445-2731.

XII. Agreement

Each bidder, any of whose bids is accepted, will be required to enter into a written agreement with the State Board of Education, and the agreement concerning printed material will contain, in addition to other essential provisions, appropriate provisions selected or adapted from the following, as applicable under the bid accepted.

In the case of printed material bid on both lease of film and purchase price bases, the agreement shall include, as options, both the right (1) to print, publish, and distribute; and (2) to purchase completed materials. Each time materials are required during the adoption period, the Board will, depending on orders from the schools and in accordance with the best interests of the state, exercise the most appropriate option.

Provisions Relating Both to Agreements for Right to Publish Materials and to Agreements to Purchase Completed Materials

1. *Board Members Acting in Official Capacity.* In no event shall the individual members or any officer of the BOARD or any agent or employee thereof be personally or individually liable in any respect as to any term, condition, covenant, or agreement contained in this agreement, it being mutually understood and agreed that the action of each and every member or officer or agent or employee of said BOARD herein is in his official capacity as a member or officer or agent or employee of the State Board of Education of California.

2. *Publisher's Bond.* The PUBLISHER agrees, concurrently with the signing of this agreement, to give a good and sufficient bond in the sum of ____________ dollars (the sum to be determined by the State Department of Education) in the form of bond hereto attached for the faithful performance of its promises herein made.

3. *Termination for Failure to Perform.* In the event the PUBLISHER shall fail, neglect, or refuse to perform this agreement, or any of the conditions thereof, on its part to be performed, and at the time in this agreement specified, the BOARD, in addition to any other remedies it may have, may at its option, upon written notice to the PUBLISHER, declare this agreement to be at an end, and of no more force or effect, and thereupon said agreement shall be at an end and the same shall be of no more force or effect.

4. *Nondelegation of Duties.* Neither the rights nor the duties of the PUBLISHER under this agreement shall be assigned or delegated without the written approval of the Executive Officer of the BOARD, and any attempt to do so shall be void.

5. *Indemnification.* The PUBLISHER shall indemnify and save harmless the BOARD against any and all claims, demands, and causes of action which may be made against the BOARD for infringement of copyright or otherwise arising out of the printing, publication, sale, distribution, and use of the said materials by the BOARD under this agreement.

6. *Distribution During the Adoption Period.* During the adoption period:
   (a) The BOARD will not sell or distribute said materials outside the limits of the state of California.
   (b) Except as specified in (a) hereof, the BOARD shall have the right to distribute or otherwise dispose of the materials in any manner authorized by law.

7. *Complete Agreement.* This agreement contains all of the terms and conditions agreed upon by the parties hereto, and no other agreements oral or otherwise regarding the subject matter of this agreement shall be deemed to exist or to bind any of the parties hereto.

8. *Fair Employment Practice*
   (a) In the performance of this contract, the PUBLISHER will not discriminate against any employee or applicant for employment because of race, color, religion, ancestry, national origin, or sex. The PUBLISHER will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, ancestry, national origin, or sex. Such action shall include, but not be limited to, the following: employment, upgrading, demotion, or transfer;

recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The PUBLISHER shall post in conspicuous places, available to employees and applicants for employment, notices to be provided by the state setting forth the provisions of this Fair Employment Practice section.

(b) The PUBLISHER shall permit access to his records of employment advertisements, application forms, and other pertinent data and records by the State Fair Employment Practice Commission, or any other agency of the state of California designated by the awarding authority, for the purposes of investigation to ascertain compliance with the Fair Employment Practice section of this contract.

(c) Remedies for Willful Violation:

(1) The state may determine a willful violation of the Fair Employment Practice provision to have occurred upon receipt of a final judgment having that effect from a court in an action to which the PUBLISHER was a party, or upon receipt of a written notice from the Fair Employment Practice Commission that it has investigated and determined that the PUBLISHER has violated the Fair Employment Practice Act and has issued an order, under Labor Code Section 1426, which has become final, or obtained an injunction under Labor Code Section 1429.

(2) For willful violation of this Fair Employment Practice provision, the state shall have the right to terminate this contract either in whole or in part, and any loss or damage sustained by the state in securing the goods or services hereunder shall be borne and paid for by the PUBLISHER and by his surety under the performance bond, if any, and the state may deduct from any moneys due or that thereafter may become due to the PUBLISHER, the difference between the price named in the contract and the actual cost thereof to the state.

). ***Contingencies Beyond Control of Publisher.*** Performance by the PUBLISHER of the provisions of this agreement is subject to the contingencies of war, strike, fire, flood, or act of God or of the government excluding bankruptcy, or of accidents that are beyond the reasonable control of the PUBLISHER. If any of such contingencies should occur, the PUBLISHER shall submit to the BOARD in writing the reasons why the provision or provisions cannot be fulfilled.

10. ***Availability of Funds.*** **Any obligation of the BOARD under this agreement shall be contingent upon and subject to the availability of funds for the purpose of acquiring instructional materials.**

11. ***Place of Execution.*** **This agreement is deemed to have been executed by both parties in the city of Sacramento, state of California, and the validity, enforceability, and interpretation of this agreement and all of the clauses thereof shall be determined and governed by the laws of the state of California.**

12. ***Time as Essence.*** **Time is of the essence of this agreement.**

Option A—License to Print, Publish, and Distribute

1. ***License and Period of Use.*** The PUBLISHER hereby licenses the **BOARD to print, publish, and distribute the said instructional materials, whether printed and published from film and/or dies furnished and delivered by the** PUBLISHER to the BOARD or **otherwise,** for use in the public school system and state institutions of the state of California and for sale or other use or distribution within the state of California, as required or permitted by law and this agreement, in such numbers as may be determined by the BOARD, for the period of adoption.

2. *Raw Material and Information to Be Furnished.* In accordance with such instructions as may be given by the BOARD and within 90 days following the receipt by the PUBLISHER of notice declared by the Department of Education to be the final notice of the BOARD with respect to corrections or revisions in and additions to the raw materials required by the BOARD under paragraph (a) of the General Provisions (paragraph 5 below), the PUBLISHER shall, subject to the terms of this agreement, furnish and deliver to the BOARD in Sacramento, California, the following raw materials and information:

(a) *Film.* Lithographic film positives or negatives will be required, at the discretion of the Office of State Printing. The BOARD shall give the PUBLISHER timely notice of the type of film required. The Office of State Printing shall be the sole judge of the acceptability of film. All film shall conform to the following requirements:

(1) All film shall be made from new type and shall be of a quality that will ensure proper reproduction.

(2) All negative film shall be properly opaqued, and all positive film shall be clear and clean in nonprinting areas, and all surfaces to be reproduced shall be free from obliteration.

(3) All corrections and revisions of film from which duplicates are made shall be proofread for accuracy, and all type for such corrections and revisions shall be of the same tone and weight as the original type.

(4) All film for multicolor work shall be color corrected and properly registered and shall contain register marks positioned not more than one-eighth inch outside of trimmed page size. Flats shall be complete with marks suitable for color register.

(5) Each page of film must be in one solid piece. Stripped-in corrections are not acceptable on the film submitted to the Office of State Printing.

(6) All film shall be polyester standardbase.

(7) All film shall be new and with respect to material and mechanical perfection shall be acceptable to the Office of State Printing. All tape marks must be removed.

(8) Negatives and positives of line work, screened tints, halftones, or related film materials shall have a density of not less than 3.0. Density readings will be determined by electronic densitometers, utilizing procedures recommended by Eastman Kodak Company.

(9) Each sheet of film should be identified by folio and color.

(10) All film should be shipped flat and properly packaged to eliminate curl set.

(b) *Proofs.* Progressive color proofs will be provided of all multicolored illustrations in which standard multicolor process printing is involved. (Each such color proof shall contain standard halftone tonal strips showing the solid colors and percentage values used. Printed press sheets with color bars may be substituted for progressive proofs.)

(c) *Dummies.* Three dummy copies will be provided of each book or other printed material, including any teachers editions or teachers manuals, with pasted-in proofs of all corrections, revisions, or additions. A previous printing of a book may be used as a dummy, but proofs of corrections must show in the dummy.

(d) *Special Cutout Dies.* If special cutout dies are offered, they shall conform to the following requirements:

(1) Two printed full press sheets of cutouts to be die cut shall be supplied.

(2) Die cuts to match printed full sheets shall be supplied.

(3) All die cuts must be .918-inch high.

(e) *Information.* The following information regarding production of the publisher's edition of the book will be provided: manner of imposition for printing, kind of press used and nature of press run, and any other pertinent information required for reproduction of the book.

3. *Consideration.* For the rights and privileges granted by the PUBLISHER to the BOARD under this agreement and for the use of the raw material to be delivered to the BOARD hereunder, the BOARD shall pay to the PUBLISHER in the manner and at the times hereinafter set forth, out of money made available by law for such purpose, the following amounts for copies of the printed materials that are published and distributed or sold by the BOARD in accordance with law and with this agreement. Such rights include reproduction in other media as necessary to supply blind and visually handicapped pupils as provided by law.

(Herein will be inserted a royalty-per copy of the instructional materials and a lump sum price for the lease of film.)

4. *Payment.* The BOARD shall render quarterly to the PUBLISHER accounts of distribution and sale of all copies of the printed materials distributed or sold under this agreement, and all balances accruing under paragraph 3 shown by such accounts of distribution and sale to be due the PUBLISHER shall be paid the PUBLISHER as soon thereafter as state fiscal procedure will permit. Distribution, except in the case of surplus printed materials, means release by the State Department of Education to a school district and to nonpublic school pupils for initial use during a specified school year. The lease price of the film, including sales and use tax, for use during the adoption period shall be paid as soon as fiscal procedures permit after receipt of the film.

5. *General Provisions.* All of the following general provisions shall apply unless otherwise provided in paragraph 8:

(a) *Corrections and Revisions.* The PUBLISHER shall, after notice to the PUBLISHER by the BOARD, make such corrections and revisions in, and such additions to, the printed materials as may be required by the BOARD, and shall incorporate such corrections, revisions, and additions in the material to be delivered under this agreement prior to the delivery thereof to the BOARD.

(b) *Subsequent Corrections and Revisions.* The PUBLISHER, in addition to all other covenants contained in this agreement, shall, during the term of this agreement, keep all dies and film furnished and delivered under this agreement by the PUBLISHER revised, free from all errors, and up-to-date, as may be required by the BOARD.

(c) *Return of Material.* Within 30 days after the expiration of this agreement, the BOARD shall, if so requested by the PUBLISHER, return the raw materials furnished hereunder "as is" at the time of such redelivery to the PUBLISHER at the Office of State Printing in the city of Sacramento, state of California, and the PUBLISHER shall remove them from the Office of State Printing within said 30 days. In the event no demand is made or the PUBLISHER does not remove such film and/or dies within 30 days after the expiration of this agreement, they shall become the property of the BOARD.

(d) *Copyright Legend.* There shall be printed on an appropriate and proper page of each book printed and published by the BOARD under this agreement such legal form of words as will maintain the validity of the copyright thereof.

(e) *Sale of Books.* During the adoption period:

(1) Books printed and published by the BOARD under this agreement may be placed upon the market in the state of California, by the BOARD, for sale to public or nonpublic schools, individuals, or state institutions as the BOARD in its sole discretion may determine.

(2) The BOARD will not sell or distribute said books outside the limits of the state of California.

(f) *Liquidated Damages*

(1) The date for delivery of raw material specified in paragraph 2 is fixed so that the BOARD, in pursuance of its duties prescribed in Section 7.5 of Article IX of the California Constitution, may have sufficient time to cause the required number of the books to be printed by the State Printer from such material and to be distributed to the day and evening elementary schools and to nonpublic school pupils by the first day of the adoption period. If any material conforming to the requirements of paragraph 2 is not delivered to the BOARD within the time specified in paragraph 2, the delay will interfere with the printing and publishing of the books, will disrupt the printing schedule of the State Printer, and will disorganize the arrangements for delivery entered into by the BOARD, all to the loss and damage of the BOARD. From the nature of the case, it would be impracticable and extremely difficult to fix the actual damage sustained in the event of and by reason of such delay. The BOARD and the PUBLISHER, therefore, presume that in the event of any delay in the delivery of material conforming to the requirements of paragraph 2, the amount of damage which will be sustained from such a delay will be the following amount, and they agree that in the event of such a delay the PUBLISHER, except as otherwise specified in subparagraphs (2) and (3) of this paragraph, shall pay the amount as liquidated damages and not as a penalty:

One hundred dollars ($100) for each day any of the material whatsoever described in paragraph 2 conforming to the requirements of paragraph 2(a)(1) through 2(a)(10) remains undelivered after the delivery date specified in paragraph 2, with respect to each title contracted for herein, the total amount of liquidated damages not to exceed five thousand dollars ($5,000) for each title.

The foregoing amount shall be paid within sixty (60) days after the BOARD mails to the PUBLISHER notice of the delay, and if not paid by such date, may be deducted by the BOARD from any money payable to the PUBLISHER under paragraph 3. The provisions of this paragraph shall not apply to any delay caused by fire, flood, or act of God.

(2) If any of the raw material described in paragraph 2 is delivered on or before the delivery date therein specified but fails to conform to the requirements of paragraph 2(a)(1) through 2(a)(10), the BOARD shall notify the PUBLISHER of such lack of conformance and the BOARD, at its option, may either:

a) Cause the material to conform to the specifications, in which event the PUBLISHER shall, upon receipt of notice from the BOARD of the amount of the actual cost of conforming the material, pay to the Office of State Printing such actual cost, and upon the payment thereof the material shall be deemed to have been delivered on time and in full compliance with the specifications of paragraph 2.

b) Return the defective material to the PUBLISHER, in which event the provisions of subparagraph (f)(1) shall continue to apply.

(3) If any of the raw material described in paragraph 2 is delivered after the delivery date therein specified and fails to conform to the requirements of paragraph 2(a)(1) through 2(a)(10), the BOARD, after notice to the PUBLISHER, may either:

a) Return the defective material to the PUBLISHER, in which event such material shall be deemed to be undelivered, and liquidated damages shall continue to accrue as provided in subparagraph (f)(1) of this paragraph.

b) Cause such defective material to conform to the specifications, in which event the PUBLISHER shall pay to the BOARD the actual cost of conforming the material, plus the amount of liquidated damages computed as if the defective material had conformed to specifications on the date it was delivered.

Sales and Use Tax. Publisher, pursuant to the provisions of Revenue and Taxation Code sections 6010(e)(5) and 6006(g)(5) and Ruling No. 70(c)(2)(F), shall, immediately upon acquisition of any film negatives or positives which are to be furnished by PUBLISHER to the BOARD pursuant to the terms of this agreement, notify the California State Board of Equalization that such film is tangible personal property to be leased by the PUBLISHER to the BOARD in substantially the same form as acquired by the PUBLISHER (lessor) and shall pay said State Board of Equalization any sales or use taxes thereby required. (Note: Ruling 70(c)(2)(F) states: "If tax is not paid at the time the property is acquired, and the lessor desires to pay tax measured by the purchase price, it must be reported and paid with the return of the lessor for the period during which the property is first placed in rental service.")

If PUBLISHER fails timely so to inform said State Board of Equalization and pay any required sales or use taxes, PUBLISHER shall be liable for any and all sales or use taxes which might become due and owing the State Board of Equalization as a result of any royalties paid to the PUBLISHER by the BOARD pursuant to the terms of this agreement.

Any publisher who is able to use his own plant facilities to produce the aforementioned film positives or negatives, for purposes of this agreement shall not use such facilities, but shall acquire the film from an outside source wherein said publisher has no financial interest. If the PUBLISHER fails to comply with the terms of this paragraph and uses his own facilities or facilities wherein PUBLISHER has a financial interest to produce the aforementioned film, PUBLISHER shall be liable for any and all sales or use taxes which might become due and owing the State Board of Equalization as a result of any royalties paid to the PUBLISHER by the BOARD pursuant to the terms of this agreement.

7. *Handicapped Minors.*

(a) The right to print and publish, as conveyed by the PUBLISHER to the BOARD in this agreement, shall include the right to transcribe and reproduce the books in braille, large print, recordings, or other media for use of handicapped minors, including the visually handicapped unable to use the book in conventional print and form. Such right shall include those corrections, revisions, editorial changes, deletions, format alterations, and other similar modifications as required for the use of handicapped minors, including the visually handicapped.

(b) The considerations payable under paragraph 3 of this agreement shall apply to books transcribed and reproduced in any of the media pursuant to (a) above and distributed for use by handicapped minors.

8. *Exceptions and Special Provisions.*

Option B–Purchase of Completed Instructional Materials

1. *Purchase of Instructional Materials.* The BOARD shall purchase from the PUBLISHER by purchase orders given to the PUBLISHER from time to time by the State Department of Education, and the PUBLISHER shall sell to the BOARD for use by the BOARD as permitted by law and by this agreement such quantities of the instructional materials (hereinafter referred to as materials unless otherwise indicated) as the BOARD deems

necessary for use in the public school system of this state and for loan to pupils attending nonpublic schools in this state during the period of adoption.

2. *Consideration.* The BOARD shall pay to the PUBLISHER, out of money made available by law for such purpose, the amounts hereinafter listed for materials ordered by the BOARD under this agreement and delivered to a school district or nonpublic school in California.

   The price per unit, f.o.b. any place in California, including sales and use tax, is: *(Herein will be inserted consideration in accordance with accepted bid.)*

3. *Price Guarantee.* Education Code sections 9261–9263 require the following:

   9261. A publisher or manufacturer shall:

   (a) Furnish the instructional materials offered by him at a price in the State of California which, including all costs of transportation to that place, shall not exceed the lowest price at which the publisher offers said instructional materials for adoption or sale to any state or school district in the United States.

   (b) Automatically reduce the price of said instructional materials to any governing board to the extent that reductions are made elsewhere in the United States.

   (c) Provide any instructional materials free of charge in the State of California to the same extent as that received by any state or school district in the United States.

   (d) Guarantee that all copies of any instructional materials sold in California shall be at least equal in quality to the copies of such instructional materials that are sold elsewhere in the United States, and shall be kept revised, free from all errors, and up to date as may be required by the state board.

   (e) Not in any way, directly or indirectly, become associated or connected with any combination in restraint of trade in instructional materials, and that he will not enter into any understanding, agreement, or combination to control prices or restrict competition in the sale of instructional materials for use in the State of California.

   (f) Maintain an office and depository in the State of California or arrange with an independently owned and operated depository in the State of California to receive and fill orders for instructional materials.

   (g) Upon the willful failure of the publisher or manufacturer to comply with the requirements of this section, be liable to the governing board in the amount of three times the total sum which the publisher or manufacturer was paid in excess of the price required under subdivisions (a) and (b) and (e), and in the amount of three times the total value of the instructional materials and services which the governing board is entitled to receive free of charge under subdivision (c).

9262. The provisions of Section 9261 shall apply to the purchase of instructional materials under Sections 7203 and 7352.

9263. Any governing board shall order any publisher or manufacturer who violates any provision of this division to cease to offer or sell any instructional materials to that governing board. If such an order is made, it shall be unlawful for that governing board to purchase or order instructional materials from such publisher or manufacturer.

4. *Orders and Delivery Schedule for Materials.* At least six months before the beginning of any period during which the Department shall require any copies of materials to be delivered, the Department shall issue a purchase order. The PUBLISHER shall make delivery at the times and places and in the quantities specified by the State Department of Education. The PUBLISHER shall not deliver materials prior to the delivery date specified for the materials so delivered unless such earlier date is satisfactory to the State Department of Education.

5. *Delivery of Materials.* Subject to the terms of this agreement, the PUBLISHER shall deliver in good condition the number of copies of the materials specified in purchase orders given to the PUBLISHER pursuant to this agreement.

   The PUBLISHER shall deliver materials f.o.b. any place in California, as directed by the State Department of Education.

6. *Payment.* Payment of the purchase price for the materials mentioned in any purchase order shall be made as soon as state fiscal procedures will permit following the completion of the delivery of all of the materials covered by that purchase order and the submission of an invoice therefor by the PUBLISHER. It is anticipated that payment will be made in not more than 90 days following the completion of the delivery of all materials under a purchase order.

7. *Title to Materials.* Title to the materials delivered hereunder shall pass to the BOARD upon delivery of such copies to a school district or nonpublic school in California, and not before.

   In the event that after the materials are delivered, the BOARD shall discover any defects in any of them or shall discover that any of the materials do not conform to the specifications in paragraph 10, "SPECIFICATIONS," the PUBLISHER shall promptly replace the defective or nonconforming materials with materials without defects and which comply with said specifications.

8. *Disposition of Materials During Adoption Period.* During the adoption period:

(a) The BOARD will not sell or distribute said materials outside the limits of the State of California.

(b) Except as specified in (a) hereof, the BOARD shall have the right to distribute or otherwise dispose of the materials in any manner authorized by law.

9. *Exceptions and Special Provisions.* ____________________

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In the case of purchase of completed books, the following conditions also will obtain:

10. *Specification for Books.* Books furnished and delivered to the BOARD by the PUBLISHER shall conform to the following requirements:

(a) The books shall in all respects as to text, paper, printing, binding, illustrations, and all other particulars conform to, and be of the same quality of workmanship as, the samples of the respective books heretofore submitted by the PUBLISHER to the Secretary of the State Board of Education, except that all revisions required by the BOARD pursuant to paragraphs 11 and 12 hereof shall be incorporated therein.

(b) All books except Class F books (pamphlets, workbooks, and the like) shall be manufactured in accordance with the official minimum standards and specifications for textbooks published jointly by the Book Manufacturer's Institute, the American Educational Publishers Institute, and the National Association of State Textbook Administrators, in effect on the date hereof. If such minimum standards and specifications should be changed during the term of this agreement, the PUBLISHER upon request of the BOARD approved by the Department of General Services shall supply books which meet minimum standards and specifications as changed, but in such case the price per copy payable by the BOARD shall be increased or decreased by the difference in the then cost per copy to the PUBLISHER of manufacturing the books under the minimum-standards and specifications now in effect and the minimum standards and specifications as so changed. For purposes of this paragraph the PUBLISHER shall submit evidence to the BOARD supporting the adjustment in the price per copy. Any request of the BOARD pursuant to this section shall be submitted by the BOARD at least one year prior to the date when books which meet the minimum standards and specifications as changed are to be available for delivery.

11. *Corrections and Revisions.* The PUBLISHER shall, after written notice given to the PUBLISHER by the BOARD not later than six months before the date when any copies of any book are required to be made available for delivery under the first purchase order submitted to the PUBLISHER pursuant to this agreement, make such corrections or revisions in, and such additions to, the books as may be required by the BOARD and shall incorporate such corrections, revisions, and additions in the materials prior to the delivery thereof under the first purchase order for the book involved. However, should the number of orders for the instructional materials received by the State Department of Education fail to justify the economic feasibility of making such revisions, the PUBLISHER may, without prejudice, withdraw the materials from the adoption.

12. *Subsequent Corrections or Revisions.* If, during the term of this agreement, corrections and revisions are found to be required, the Board shall notify the publisher that such corrections or revisions must be made prior to the next biennial adoption if the material is at that time to be considered for retention on the state adopted list.

13. *Handicapped Minors.*

(a) This agreement shall include the right to transcribe and reproduce the books in braille, large print, recordings, or other media for use of handicapped minors, including the visually handicapped unable to use the book in conventional print and form. Such right shall include those corrections, revisions, editorial changes, deletions, format alterations, and other similar modifications as required for the use of handicapped minors, including the visually handicapped.

(b) The royalty per copy of any book transcribed and reproduced in any of the media pursuant to subparagraph (a) hereof and distributed for use by handicapped minors shall be as follows: *(Herein shall be named an amount to be negotiated between the PUBLISHER and the BOARD.)*

XIII. Content Requirements

In addition, or along with the criteria published on the following pages, publishers are hereby informed of the legal requirements of Education Code sections 9240–9243 as follows:

9240. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society, including:

(a) The contributions of both men and women in all types of roles, including professional, vocational, and executive roles.

(b) The role and contributions of American Indians, American Negroes, Mexican-Americans, Asian Americans, and members of other ethnic and cultural groups to the total development of California and the United States.

(c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

9240.5 When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which accurately portray, whenever appropriate:

(a) Man's place in ecological systems and the necessity for the protection of our environment.

(b) The effects on the human system of the use of tabacco, alcohol, narcotics and restricted dangerous drugs as defined in Section 11901 of the Health and Safety Code, and other dangerous substances.

9241. When adopting instructional materials for use in the schools, governing boards shall require such materials as they deem necessary and proper to encourage thrift, fire prevention and the humane treatment of animals and people.

9242. When adopting instructional materials for use in the schools governing boards shall require, when appropriate to the comprehension of pupils, that textbooks for social science, history or civics classes contain the Declaration of Independence and the Constitution of the United States.

9243. No instructional materials shall be adopted by any governing board for use in the schools which, in its determination, contains:

(a) Any matter reflecting adversely upon persons because of their race, color, creed, national origin, ancestry, sex or occupation.

(b) Any sectarian or denominational doctrine or propaganda contrary to law.

Criteria for Evaluating Instructional Materials in Reading

Kindergarten Through Grade Eight

Approved by the State Board of Education on May 10, 1973

I. Introductory Statement

"The act of reading is the process of discovering meaning in written language.[1] It is a complex language and thought process that involves all of the interrelated areas of the language arts, including listening, speaking, reading, and writing. Decoding the written language is basic to the act of reading, which is influenced by the reader's language, experience, interests, attitudes, perceptions, culture, and abilities. Teaching children to read is a primary and fundamental goal of the public schools of California.

The criteria for evaluating materials in reading shall reflect a philosophy which is consistent with that expressed in the *Framework in Reading for the Elementary and Secondary Schools of California* and its related document, the *English Language Framework for California Public Schools, Kindergarten Through Grade Twelve*, which was adopted by the Board and then published by the Department of Education in 1968. In keeping with the philosophy expressed in those documents, materials must be included that provide for instruction that:

- Enables students to comprehend written material at the highest level possible, consistent with their interests and abilities
- Enhances a positive attitude toward books and other written works to stimulate further learning
- Considers the student's language and experiential background as a primary dimension of the reading act
- Builds upon individual learning strengths regardless of grade placement, age, achievement, intellectual potential, interests,

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[1] *Framework in Reading for the Elementary and Secondary Schools of California.* Adopted by the State Board of Education, March, 1973. Sacramento: California State Department of Education, in process of being published, 1973, p. xi.

attitudes, sex, social maturity, or ethnic, cultural, or racial backgrounds

- Builds upon a plan for continuous progress in the skills of reading through the appropriate methods, techniques, media, or modalities of learning
- Provides an opportunity for students to develop the listening and speaking skills which are necessary to the development of reading skills

Materials for instruction in reading must also reflect the legal requirements stated in the California Education Code.

II. Content

A. A variety of materials should be provided that stimulate children's interests and that are appropriate to:

1. Cultural, ethnic, socioeconomic, language, sex, and age differences

   a. Materials should present accurate representative pictures of the lives of people from different cultures, creeds, and ethnic groups that lead to the development of positive attitudes.

   b. Materials should provide role models that expand the horizons of both boys and girls and avoid stereotyping behaviors or roles of either sex, adult or child.

   c. Every student should find many experiences and settings common to all regardless of socioeconomic level, ethnic group, degree of urbanization, age group, or other variables.

   d. Dialects and other languages should be treated sensitively, without exaggeration or inconsistency, and should be appropriate to the setting and characters.

   e. Materials should be designed to help the student identify the values and value systems of our multicultural society.

   f. Materials using children as major characters should present a range of ages to allow identification by many readers.

   g. Material should include both literature and exposition on a wide variety of subjects appropriate to the level of maturity of the children for whom it is intended.

   h. Materials should consider the relationship between people and their physical environment when appropriate, and they should promote an awareness of and responsibility toward that environment.

   i. A wide variety of materials should be included that meet the emotional, physical, and intellectual needs of children from all cultures, socioeconomic levels, family structures, and diverse backgrounds, including suburban, rural, migrant, and inner-city experiences.

   j. Materials should be included by and about all American groups, including Americans of African, Mexican, and Asian descent, as well as native Americans.

   k. Materials should portray interaction between and among various individuals and groups, such as racial, cultural, socioeconomic, age, sex, and geographical groups of people.

2. Student differences in learning styles, interests, and achievement

   a. Materials should provide multimedia components for a variety of reading activities in:
      (1) Skill development; for example, hard and soft bound books, games, films, workbooks, materials for group discussion and listening techniques and manipulative materials, such as letter blocks, word cards, task cards, and the like
      (2) Reading for interest and pleasure; for example, for reading aloud, listening, drama, dramatization, and filmmaking

   b. Materials should provide for learning through all modalities, including visual, auditory, and kinesthetic-tactile.

   c. Materials should provide for personalizing instruction, allowing each student, individually or in a group, to progress at a rate and style commensurate with his interests, abilities, and learning modalities.

   d. Materials should provide for pleasure reading at a level students can handle independently.

   e. Materials should provide for development, review, reinforcement, application, and extension of skills and abilities.

B. The instructional program in reading must reflect:

1. The contributions of linguistic science

   a. A system of independent word-attack skills should be developed which includes sound-symbol relationships, structural analysis, and context clues.

b. Materials should recognize and build upon the oral base of language.

c. Materials should recognize the psycholinguistic cueing system as an aid to developing reading competencies; for example, organization of language, signals within language, and thinking involved in the use of language should be utilized.

d. Sentence structure should be based on student's natural flow of language rather than on the restrictions of vocabulary control.

e. Material should be designed to foster the appreciation of the cadence and musical quality of language, as well as the precision of word choice and syntax, as it affects meaning.

2. The interrelationship between language and thinking skills

a. Material designed to develop skills should also contribute to the development of reading comprehension and build student expectations for getting meaning from reading.

b. Material should give students opportunities to develop skills of perceiving, classifying, inferring, analyzing, synthesizing, and evaluating, including the ability to compare and contrast, to summarize, to order events sequentially, to sense cause and effect relationships, and to predict outcomes.

c. Material should be appropriate to the mode in which the content is written; for example, responses to exposition may emphasize the logic of reasoning, the nature of evidence, and logical sequence, while response to literature may emphasize the function of figurative language and theme.

3. The nature of the reading process

a. Provision should be made for experiences that develop and refine auditory and visual perception, discrimination, and memory; other multisensory skills; and perception of spacial and directional relationships.

b. Materials should provide for succeeding levels of complexity in concepts, ideas, and skills.

c. New and unfamiliar concepts or words should be related to student experiences or be clearly explained by the context to build background for further reading.

d. Materials should include practical reading (signs, cartoons, charts, maps, schedules, and so forth), preferably in integrated context, and extend reading to include the reading of newspapers and current periodicals.

e. Materials should provide experiences for developing the ability to adapt reading rate to the purpose for reading.

4. The interrelationship among the language arts

a. The program should utilize and correlate all of the interdependent language arts: listening, speaking, reading, and writing.

b. Material should give opportunities for experiencing oral and written language in a variety of ways in both the literary and expository modes, including storytelling, creative dramatics, discussions, reports, and critical reviews.

c. Materials should be included that utilize student experiences in writing.

III. Teacher Materials

A. Teacher materials should be consistent with the philosophy and content listed in I and II above and provide for achieving those purposes through a variety of teaching and learning strategies directly or indirectly related to student materials.

1. Materials should be clear and concise.
2. Materials should give suggestions for implementing various teaching approaches, including all elements of methods, materials, and ways of organizing for instruction to meet assessed needs of students.
3. Teacher materials should state the learning theories, modalities, and/or instructional approaches on which the system is based and list the specific order and placement of presentation of skills.
4. Materials intended for teacher use should be easily identifiable from student materials and designed for convenient use; for example, student materials may be annotated for teacher use.
5. Suggestions should be given for classroom activities in phonetic and structural analyses of words, different ways of building vocabulary, and development of comprehension at all levels.
6. Strategies for teaching reading should include the use of listening, speaking, and writing.

7. Suggestions should be included for helping the student to use reading skills outside the classroom and to bring concepts and skills to the classroom reading experience.

8. Suggested techniques should be included for providing for differences in learning styles, interests, and achievement.

9. Materials for teachers should contain information about the various dialects and languages spoken by students in California, particularly as they affect instruction in sound-symbol relationships and sentence patterns.

10. Concise summaries of material, when appropriate, should be provided.

11. Annotated bibliographies of a variety of related instructional materials and suggestions for their use should be provided when appropriate.

12. Study activities should be suggested that are imaginative, have variety, and utilize various response modes.

13. Teaching strategies should be included that encourage students to become increasingly more self-sufficient in reading.

14. Materials should be included to promote the application of the skills of reading in the various subject areas.

15. Material should be included that provides for the development of study and reference skills in personal pursuit of knowledge.

16. Material should be included to allow for a variety of teaching and learning styles in individual work, small group work, large group work, and activities for both independent study and teacher-directed study.

B. Suggestions for providing a variety of formal and informal ways of assessing student progress should be provided.

1. Easily administered diagnostic procedures should be included to assess such areas as:
   - a. Attitudes toward reading
   - b. Listening skills
   - c. Language skills and oral proficiency
   - d. Reading interests
   - e. Comprehension development
   - f. Modalities of learning
   - g. Word analysis, including use of phonetic and structural elements

2. Techniques for measuring achievement should be included.

IV. Media Standards

A. Printed material shall:

1. Use paper and binding of a quality appropriate for intended usage; for example, paperbacks or soft-bound material may be appropriate for some uses.
2. Have print that is clear, readable, and appropriate to the content of the material and the maturity level of the student.
3. Provide visual arrangements which:
   - a. Are aesthetically designed.
   - b. Use color, illustration, and photographs when appropriate.

B. Visual nonprint presentations shall:

1. Contribute to and enhance the student's learning experiences and aesthetic enjoyment.
2. Be true to the idea of original form it illustrates, fulfilling functions suitable to the medium.

C. Materials designed for auditory presentation shall:

1. Present voices that are clear, pleasing, and well modulated or appropriate to the role portrayed.
2. Have technical quality to capture the sound frequencies necessary to approximate the original performance.
3. Be appropriate in length of performance to intended audience.

D. Games designed to teach or reinforce skills shall:

1. Be related to instructional purpose.
2. Be conveniently packaged or bound.

E. All materials, whether designed for auditory, visual, or tactile presentation, should be consistent with the philosophy and content listed in all of the criteria above, and shall:

1. Be durable and convenient to handle, store, and use.
2. Be replaceable if and when needed; for example, replaceable parts may be components of kits, systems, laboratories, games, and so forth.
3. When reading level or grade level is designated, use format consistent with the continuous progress program of individualized instruction.

Criteria for Selection of Instructional Materials for Foreign Language

Kindergarten Through Grade Eight

Approved by the State Board of Education on May 10, 1973

In selecting materials for foreign language instruction, major consideration must be given to (1) program goals; (2) scope; (3) time to begin foreign language instruction; and (4) language programs to be maintained. Materials selected must reflect the philosophy expressed in the *Foreign Language Framework for California Public Schools,* which was adopted by the State Board of Education and published by the Department of Education in 1972.

I. Major Considerations

Program Goals. The ultimate goal of foreign language instruction is to help pupils to develop the skills of listening, speaking, reading, and writing in the foreign language to the same level of proficiency as they have developed these skills in their native language. Such language instruction should lead pupils to a full understanding of the culture of the people who are native speakers of the foreign language.

Scope. Instructional materials should provide opportunity for pupils to practice each of the four skills: listening, speaking, reading, and writing. In the beginning special emphasis may be given to listening and speaking. The determination of which skills require the greatest emphasis should be decided by the teacher.

None of the four skills, once having been introduced, should be abandoned. At different periods within the instructional program, each skill should receive emphasis according to the individual needs of the pupils. Thus, during the first day of foreign language instruction, a major effort in one class might be devoted to the development of the listening skill. In another class it is possible that only a portion of the time would be devoted to practice in listening.

In still another class one or more pupils may have demonstrated that they were ready to begin the reading skill in advance of the rest of the class. For these pupils instruction would be divided *appropriately* (not necessarily *equally*) between the listening, speaking, and reading skills, while the remainder of the class might still be using the full instructional period for listening and speaking exclusively or even conceivably for listening only.

The materials should be free of stereotype and should present the culture of the native speakers of the language authentically.

Time to Begin Foreign Language Instruction. Research and observation indicate that there is no neurological or psychological reason why the child should not learn one or more foreign languages from earliest infancy. Most recent, well-controlled experimentation and the observation of native bilingual and multilingual youths have shown that children who learn two or more languages simultaneously show no distressing effects. Indeed, they are clearly at an advantage, having developed the ability to communicate effortlessly and effectively in more than one language.

Therefore, the inclusion of foreign language in the curriculum should begin as early in the school life of the child as is administratively practical. Essential considerations within the area of "administrative practicality" would be, for example, the following:

1. Availability of teachers competent in the teaching of foreign language
2. Availability of appropriate instructional materials
3. Assurance of a continuous, sequential instructional program
4. Provision of adequate instructional time and space
5. Evidence of pupil interest

Provision of instructional materials in foreign language i uniquely complicated by the fact that the grade at which foreig language instruction is introduced varies considerably from district t district and even from school to school within a given district. It wil be necessary, therefore, to provide instructional materials appropriate to the needs and interests of the pupils who are beginning th study of a particular foreign language at a variety of grade levels.

In order that this problem be minimized, instructional material should be adopted for use within the three most generally recognize elementary school grade groupings: kindergarten-primary (kindergarten through grade three), which will be referred to as parcel I intermediate (grades four through six), which will be referred to a parcel II; and upper (grades seven and eight), which will be referre to as parcel III.

Thus, according to the Schema for Foreign Language Instructional Materials Adoption, the instructional materials for parcel I wil

Schema for Foreign Language Instructional Materials Adoption

Materials to be adopted for use with pupils beginning foreign language instruction	Materials to be adopted for use by pupils continuing foreign language instruction	Materials to be adopted for use by pupils continuing foreign language instruction
I_a leads to (kindergarten through grade three) →	I_b leads to (grades four through six) →	I_c (grades seven and eight)
II_a leads to (grades four through six) →	II_b (grades seven and eight)	
III (grades seven and eight)		

consist of at least three sequential materials parcels designated as Ia, Ib, and Ic, and pupils will proceed through the materials as follows:

Parcel Ia For use with pupils beginning foreign language study in kindergarten through grade three

Parcel Ib–For use with pupils who have completed the Ia materials or whose ability in the foreign language is equal to that which would have been attained through the use of the Ia materials

Parcel Ic For use with pupils who have completed the Ia and Ib materials or whose ability in the foreign language is equal to that which would have been attained through the use of Ia and Ib materials

The instructional materials for parcel II will consist of at least two sequential materials groupings designated as IIa and IIb, and pupils will proceed through the materials as follows:

Parcel IIa For use with pupils beginning foreign language study in grades four through six

Parcel IIb For use with pupils who have completed the IIa materials or whose ability in the foreign language is equal to that which would have been attained through the use of the IIa materials

The Instructional materials for parcel III will consist of one set of materials designated as III:

Parcel III–For use with pupils beginning foreign language study in grades seven and eight

In summary the Roman numerals I, II, or III denote the grade levels at which pupils began foreign language instruction; e.g., kindergarten through grade three, grades four through six, or grades seven and eight. The subscripts a, b, and c indicate the proficiency levels in each of the series of materials.

Language Programs to Be Maintained. The materials will be provided as requested by a school district for the foreign language program or each of the foreign language programs the district will maintain.

II. Criteria for Evaluation of Pupil Textbooks, Teachers Editions, and Teachers Manuals

Pupil textbooks, teachers editions of the textbooks, and teachers manuals must meet the following criteria:

1. Provide the means for pupils to use the foreign language in natural communication by gradually decreasing the controls that have been initially imposed.
2. Present structures in the foreign language which are the most useful and natural in conveying the ideas and interests of children who are generally in the grade grouping under consideration.
3. Provide for systematic sequential development of basic foreign language structural patterns in small increments.
4. Provide for smooth transition from unit to unit and from level of difficulty to level of difficulty.
5. Provide reentry for reinforcement of previous learning.
6. Provide devices for determining how well the short-range objectives have been achieved.
7. Present all language in its natural form as appropriate to the situation in which it is used.
8. Present content through a variety of means appropriate to the content and to the student interest; e.g., songs, games, plays, stories, dialogs, poems.
9. Make available recorded tapes and discs appropriate to the content of the instructional materials.

10. Provide pictures which are culturally authentic and directly related to the printed material and which serve as visual cues.

11. Be (a) durable; (b) easily used; and (c) attractively presented.

Pupils textbooks must also meet the following criteria (to be used in addition to the aforementioned criteria for all student textbooks):

Parcel[1]	*Criteria*
Ia and IIa	1. Be predominantly a visually cued textbook. 2. Have any written material in the foreign language reflect and reinforce the previously practiced spoken material.
Ib and IIb	1. Contain a brief review of the major content previously studied. 2. Contain visual cues as well as related printed material.
Ic	1. Provide a brief review of the previously studied material. 2. Contain visual cues as well as related printed material. 3. Be predominantly in the foreign language.
III	1. Contain visual cues as well as related printed material. 2. Be predominantly in the foreign language.

Teachers editions of the textbooks and teachers manuals must also meet the following criteria:

1. Provide an explicit statement of the philosophical orientation of the text; give basic assemptions that can be seen directly in the body of the content.
2. Contain measurable long- and short-range objectives emphasizing performance in the skills appropriate to the material grouping under consideration.
3. Provide devices for determining how well the long-range objectives of the program have been achieved. (See also item number 6 in the preceding list of criteria.)
4. Include readily understood, sufficient, and specific directions for teachers; i.e., how to use component materials, suggested techniques, supplementary materials, and cultural items of interest.
5. Provide information as to how the instruction can best be individualized.
6. List phonological, syntactical and morphological patterns in such a way that the teacher can know immediately what they are.
7. Show the teacher where the difficulties in pronunciation and structure may be expected to occur, and provide the teacher with suggestions as to how to help the student overcome those difficulties.
8. Provide suggestions for enrichment of the basic program.
9. Provide the opportunity for full use of appropriate aids–real objects, visual aids, and recorded materials–in creating authentic situations for the presentation and introduction of concepts and for practice in the application of concepts learned.

III. Criteria for Evaluating Visual and Auditory Elements of the Foreign Language Instructional Materials Program

In many of the currently published foreign language instructional materials, a textbook is either nonexistent or is the least important element of the package. Components such as audiotapes, disc recordings, and posters form the essential ingredients and are vital to the successful use of the package.

It is required, per item 9 in the preceding list, that the foreign language materials adopted have available recorded tapes and discs which are essential to the effective use of the materials. The textbooks for parcels Ia, Ib, and IIb are specified as visually cued. Criteria for evaluating visual and auditory elements of the foreign language materials program are, therefore, included here as follows:

Visual elements of the foreign language materials program must meet the following criteria:

1. Be large enough to be clearly visible to the viewer.
2. Present subject matter of interest to the pupils.
3. Illustrate clearly the language and/or cultural principle in question.
4. Be accurate regarding historical and cultural details.
5. Be easy to use.
6. Be accompanied by helpful teaching techniques.

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[1] See Schema for Foreign Language Textbook Adoption, page 36.

Auditory aspects of the foreign language materials program must meet the following criteria:

1. Use authentic native or near-native speakers representing male and female adult as well as children's voices.
2. Be hi fidelity.
3. Employ recorded material designed for the specific program under scrutiny.
4. Use voices speaking at an appropriate rate and with accurate intonation.

Criteria for Evaluating Instructional Materials for English

Kindergarten Through Grade Eight

Approved by the State Board of Education on May 10, 1973

I. Interrelatedness and Interdependence of Language Arts Subjects

Instructional materials for English and related studies must be based on a recognition of the interrelatedness and interdependence of all aspects of the language arts program, including composing, reading, spelling, handwriting, and using the dictionary. The *English Language Framework for California Public Schools–Kindergarten Through Grade Twelve*, which was adopted by the State Board of Education in 1968, presents the criteria upon which this adoption is based; the framework also establishes the concept of interrelatedness and interdependence as basic to the entire English program. In the introduction, the framework declares that: "Good instruction in English requires constant awareness that at every level of the school curriculum and every stage of individual pupil development, instruction in language, literature, and composition should be made to interact." Recognizing that there are obviously times when it is desirable for students to concentrate on one aspect of English, such as literature or composition, the framework goes on to say that it is desirable ". . . for students to be kept as alert as possible to the unity of English and to the importance of ongoing exercises in all the basic processes involved in its study: listening, reading, speaking, writing, along with the kinds of thinking that are requisite to engaging satisfactorily in any of these activities."[1]

An important aspect of the unity of English is the basic nature of oral langauge development. The processes of reading, writing, and spelling are all based on the individual's facility with oral language. This concept permeates the English language framework. It is essential at this time that materials be adopted that can be used to teach oral language, particularly as it contributes to listening, reading, and writing and their interrelationships.

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[1] *English Language Framework for California Public Schools–Kindergarten Through Grade Twelve*. Sacramento: California State Department of Education, 1968, p. 4.

The goal of all instruction in the broad discipline of English is to develop the child's ability to communicate with precision and sensitivity. The child's development as an individual and as a productive citizen in a democratic society depends in large measure on his ability to use the English language effectively. To develop this ability as fully as possible in each child, the program in English must provide for individual differences so that every child in enabled to make progress and to feel increasingly competent.

Materials included must reflect the philosophy expressed in the *English Language Framework for California Public Schools* and the legal requirements stated in the California Education Code.

II. Nature and Function of Content

A. The instructional materials shall provide opportunities to:

1. Build upon oral language as a base for all further instruction in the English language, including:
    a. Working from multisensory experiences (visual, auditory, kinesthetic) to oral language
    b. Working from visual and oral experiences into improvisation and group discussions
2. Make use of the great range of student experiences in daily home and community life, taking into account:
    a. Family and neighborhood speech patterns with which the students are familiar
    b. The multicultural aspects of our society
    c. The variety of roles possible for both sexes
3. Compose with the recognition that composing, whether oral or written, is communication in which students objectify and clarify experiences and ideas.
4. Observe common conventions used in writing associated with usage and the mechanics of capitalization and punctuation.
5. Develop thinking skills: perceiving, classifying, inferring, analyzing, synthesizing, and evaluating.
6. Explore the resources of the language and experiment with it so that students may understand and experience the way the language adds new words, changes its form and meanings, and adjusts itself to different occasions.

B. The content should:

1. Be presented in language appropriate to the developmental level of the child.
2. Emphasize the experiential context in which language occurs and should encourage teachers and children to follow inductive rather than prescriptive processes in learning the nature and use of languages.
3. Present accurate information and a representative picture of the lives of people from different cultures, creeds, and ethnic groups and sexes that lead to the development of positive attitudes toward others.
4. Provide role models that expand the horizons of both boys and girls, and avoid stereotyping language, behaviors, or roles of either sex, adult or child.

C. The pupil activities and explanatory materials should be presented to accomplish the following:

1. Relate the teaching of language skills to the child's total language development, recognizing that observing, listening, speaking, reading, writing, and thinking are integrally related aspects of language growth.
2. Provide opportunities for a continuing spiral of experiences from the simple to the complex, enabling the child to do the following:
    a. Work from concrete, visual experiences taken from all ethnic and cultural groups, including cartoons, movie stills, pictures, and games, to the more abstract uses of the language.
    b. Build an awareness that language requirements differ for varying roles–social, ethnic, professional, business, or craft–and develop language skills that will allow them to adapt their own language to the varying language roles in which they participate.
    c. Experience the rhythms and patterns of the English language through listening, observing, and composing in a workaday prose, in many kinds of poetry, in fiction, in dramatic improvisation, and in reporting.
3. Develop understanding of the nature of the English language, including the following.
    a. Word order as a primary characteristic of English grammar

- b. Language as both symbol and code for thinking
- c. Language as a living, changing invention of human beings to represent the phenomena observed
- d. The power of language to develop attitudes and arouse emotions
- e. The varieties of English language that are used in different social, sex, or ethnic groups; in different regions of the country; or according to purpose and age level

4. Develop the ability to compose—to express thoughts in writing for a variety of purposes.

5. Introduce grammar as a system that permits a native speaker of English to comprehend and create an infinite number of sentences and to help pupils do the following:
   - a. Generalize about rules assigned to the operation of language.
   - b. Develop as accurate a picture of language as possible, and develop a means of talking about it.
   - c. Make discoveries about the structure and workings of English with respect to (1) sounds; (2) word forms; (3) sentence patterns; and (4) form class words and structure words.

III. Organization

The instructional materials should:

1. Provide opportunities for children to work with all aspects of language—speaking, writing, listening, and reading—in a great variety of contexts for oral and written response: dramatic improvisation, dramatization, conversation, storytelling, sharing, and discussing in small groups and as a class, and reporting. (All can be converted to written experiences.)

2. Be organized to provide continuity through development of interests and the handling of ideas, rather than simply through format.

3. Be organized so that ideas and skills reappear in varying contexts and at succeeding levels of complexity.

IV. Teacher Materials

Teacher materials for teaching English language skills shall:

1. Contain information regarding research in the field of language that describes the language development of children in the elementary school.

2. Suggest specific ways in which the teacher can provide leadership and guidance to help children develop the skills of oral and written language.
3. Contain suggestions to help determine and evaluate all areas of language growth against a well formulated guideline, allowing for participation by both teachers and students in the evaluation process.
4. Include lesson plans and supplementary practice material.
5. Indicate the way in which communication skills are related to all subject areas.
6. Emphasize the teacher's obligation to help each child develop maximum power in the effective use of all the communication skills.
7. Suggest ways to provide for individual differences in a way that enables every student to make progress and to feel increasingly competent.
8. Stress the close relationship of personality and cognitive processes to language development.

V. Media Standards

A. Printed material shall:

1. Use paper and binding of a quality appropriate for intended usage; for example, paperbacks or soft-bound material may be appropriate for some uses.
2. Have print that is clear, readable, and appropriate to the content of the material and the maturity level of the student.
3. Provide visual arrangements which:
   - a. Are aesthetically designed
   - b. Use color, illustration, and photographs where appropriate.

B. Visual nonprint presentations shall:

1. Contribute to and enhance the student's learning experiences and aesthetic enjoyment.
2. Be true to the idea of the original form it illustrates, fulfilling functions suitable to the medium.

C. Materials designed for auditory presentation shall:

1. Present voices that are clear, pleasing, and well modulated or appropriate to the role portrayed.

2. Have technical quality to capture the sound frequencies necessary to approximate the original performance.
3. Be appropriate in length of performance to intended audience.

D. Games designed to teach or reinforce skills shall:
  1. Be related to instructional purpose.
  2. Be inherently motivational.
  3. Be conveniently packaged or bound.

E. All materials, whether designed for auditory, visual, or tactile presentiaton, should be consistent with the philosophy and content listed in all of the criteria cited in the preceding items, and shall:
  1. Be durable and convenient to handle, store, and use.
  2. Be replaceable if and when needed; for example, replaceable parts may be components of kits, systems, laboratories, games, and so forth.

Criteria for Evaluating Dictionaries

Kindergarten Through Grade Eight

Approved by the State Board of Education on May 10, 1973

I. Introduction

Dictionaries should be an integral part of the instructional program beginning in the primary grades and extending throughout the child's school experience. There should be provided appropriate materials for the sequential development of dictionary skills. Students at each grade level should have an opportunity to use and compare dictionaries of varying complexities.

II. Nature and Function of Content

A. Vocabulary. At the appropriate level, the dictionaries shall provide:
  1. The number of entries that are appropriate to the levels and to the varying abilities of students at these levels
  2. Entries that cover a broad field--science, mathematics, history, geography (including clear illustrations showing geographical relationships), literature, industry, and the like appropriate to a wide variety of interests of pupils
  3. Entries that include new words appropriate to the maturity of students; words ranging from easy to difficult
  4. Run-on entries for development of idiomatic or unusual meanings
  5. Variant spellings and means of identifying generally accepted spellings
  6. Understandable definitions and descriptions appropriate to the grade levels, using pictures at the beginning levels

B. Organization. The dictionaries at each level shall include:
  1. A consistent system of diacritical marks with phonetic respellings

2. Syllable division and other structural analysis skills
3. Identification of parts of speech
4. Some word histories indicating origins and historical usage at the appropriate grade level
5. Identification of homonyms, antonyms, and synonyms
6. Such supplementary materials as tables of measurement, names of places, famous people, common names, maps, charts, and graphs
7. Development of spelling concepts, including rules for plurals, addition of suffixes, and the like

C. Format. The format shall provide that:
1. Entries may be located through the use of guide words.
2. A contents page or an index guides pupils in the use of the book.

III. Teacher Materials

A section or guide will be included to aid teachers in:
1. Teaching dictionary skills
2. Extending vocabularies of children
3. Teaching word histories and developing interest in words and their histories

IV. Media Standards

A. Printed material shall:
1. Use paper and binding of a quality appropriate for intended usage; for example, paperbacks or soft-bound material may be appropriate for some uses.
2. Have print that is clear, readable, and appropriate to the content of the material and the maturity level of the student.
3. Provide visual arrangements which:
    a. Are aesthetically designed.
    b. Use color, illustration, and photographs when appropriate.

B. Visual nonprint presentations shall:
1. Contribute to and enhance the student's learning experiences.
2. Be true to the idea of original form it illustrates, fulfilling functions suitable to the medium.

C. Materials designed for auditory presentation shall:
1. Present voices that are clear, pleasing, and well modulated or appropriate to the role portrayed.
2. Have technical quality to capture the sound frequencies necessary to approximate the original performance.
3. Be appropriate in length of performance to intended audience.

D. Games designed to teach or reinforce skills shall:
1. Be related to instructional purpose.
2. Be inherently motivational.
3. Be conveniently packaged or bound.

E. All materials, whether designed for auditory, visual, or tactile presentation, should be consistent with the philosophy and content listed in all of the criteria above, and shall:
1. Be durable and convenient to handle, store, and use.
2. Be replaceable if and when needed; for example, replaceable parts may be components of kits, systems, laboratories, games, and so forth.

Criteria for Evaluating Instructional Materials for Spelling and Handwriting

Kindergarten Through Grade Eight

Approved by the State Board of Education on May 10, 1973

I. Introductory Statement

Since the basic aim of instruction in spelling includes teaching the child to translate sounds into written form, learning to spell must include learning to write those words the child needs for written communication. The instructional materials for spelling should help the child learn to form each letter at the same time as he begins to make sound associations for that letter.

Although American English is far from representing a pure orthography, recent research presents a growing body of evidence of a usable system of sound-to-letter correspondences. This knowledge, combined with generalizations about morphological patterns within the written words, can greatly facilitate learning to spell.

From the students' first efforts to translate speech sounds into written symbols to their later concern with the roots of words, derivations, and language history, the spelling program should build an awareness of the alphabetic nature of American English.

II. Goals and Objectives

The ultimate goal of the spelling program is to enable each child to represent the spoken word in the generally accepted written code not only correctly but also as automatically as possible. To move in the direction of this goal, the spelling program, through a multisensory approach, should help the child to:

A. Develop an awareness of words he knows.

B. Analyze words by doing the following:

1. Apply the generalizations and knowledge of the phonemic structure of American English to spelling the words he needs for writing at each stage of his development.
2. Apply relevant information about word building (inflection, affixation, derivation, compounding).
3. Apply contextual information (deriving the meaning of words from their use in phrases and sentences).
4. Recognize words to which the ordinary rules of English spelling are not likely to apply—words borrowed from other languages, historical accidents, or changes in pronunciation without corresponding changes in spelling.

C. Understand that a few words can be spelled only by rote and are not subject to phonological or morphological analysis.

D. Use reference books and dictionaries to gain knowledge basic to spelling.

E. Recognize that language history has played an important role in determining how words are spelled.

F. Make proper use of spelling conventions related to writing, such as capital and lower case letters.

III. Nature and Functions of Content of the Spelling and Handwriting Program

A. The content of the spelling program should be based on recognition of the following:

1. Communication involves listening, speaking, reading, and writing; spelling is part of the process of translating the *spoken* code into its *visual* representation.
2. Written English is basically an alphabetic code in which letter symbols represent the units of sound that make up the spoken word.
3. Although the orthography of American English is by no means "pure," the sound-to-letter correspondences in the language are generally regular, especially when the positions of letters in syllables and stresses or accents on syllables are taken into account.
4. Many seemingly "irregular" spellings are governed by consistent patterns.
5. Many words in our language are constructed by combining two or more words or by adding a prefix or a suffix to a word. The formation of such words is governed by a set of morphological patterns or principles for spelling.

6. The spelling of some words is not subject to phonological or morphological analysis and must be memorized.

7. In American English, words borrowed from other languages often maintain the phoneme-grapheme correspondence of the parent language; however, many of these words can be grouped to represent consistent spelling patterns.

8. In the history of the language, changes in spelling have not always accompanied changes in the pronunciation of words. This has resulted in the retention of vestigial graphemes; i.e., the *k* in the word knight and the g in gnat.

9. Certain writing conventions, such as capital letters, apostrophes, and abbreviated forms, are essential aspects of the spelling process.

10. Those dictionary skills that are basic to the spelling program should be incorporated into the program.

B. The handwriting materials should:

1. Provide a program that develops pupils' awareness of the letter forms of the alphabet, both small and capital letters, and numberals.
2. Introduce cursive letter forms as soon as children have become proficient in the use of manuscript.

C. The content should be organized so that:

1. An organized sequence of development is provided.
2. Appropriate opportunities are provided for transition from manuscript to cursive letter forms.
3. Appropriate opportunities for individual evaluation are provided.

D. Material for teaching handwriting should be presented so that:

1. Practice is provided for use of letter forms and numerals in meaningful context.
2. The program develops in pupils an awareness of the need for improving their handwriting.
3. The program develops the pupils' skills and encourages them to value clear, neat, legible handwriting on a well arranged page and the importance of maintaining skill and proficiency.
4. The mechanics of writing are correlated with the processes of thinking through:

a. Lessons that develop sufficient skill in the pupil to enable him to communicate his thoughts
b. The use of materials from all subject areas, such as science and social sciences

5. Individual growth is measured through self-evaluation and diagnosis, and opportunities for self-improvement are provided.

IV. Spelling Sequence

The general requirements for the spelling sequence will:

A. Begin the spelling program by using the students' own oral language to help them understand how sounds join together to make words. Then offer the opportunities for practice in hearing and saying whole words.

B. Increase gradually the complexity of concepts and generalizations for each succeeding level in each of the components that comprise the scope of the spelling program.

C. Provide for development within a spiraling pattern that allows for:

1. Continuous review of concepts and generalizations in a framework of increasing complexity
2. Opportunity to widen the application of generalizations through inductive analysis of increasing numbers of words
3. Development of children's abilities to prêdict consistency and detect inconsistency in the spelling of English words

D. Proceed from level to level in a manner that will enable students to spell correctly the words they need in their writing.

E. Provide for continuous practice in the proper formation and joining of letters.

V. Teacher Materials

Materials for teaching handwriting and spelling should:

A. Include opportunities for the development and maintenance of manuscript writing skill through occasional exercises using manuscript writing and by including model letter forms for both types of writing.

B. Contain an outline of appropriate sequential development for the teaching of letter forms.

C. Provide for the transition from manuscript to cursive writing.

D. Include suggestions for individual help of students.

E. Suggest ways of developing lessons using vocabulary drawn from other subject areas; e.g., mathematics, English.

F. Include identification of handwriting problems and specific suggestions for solution.

G. Contain information regarding research in the field of spelling which is relevant to the approach followed in the instructional materials.

H. Give explicit, workable, and well formulated suggestions for presenting the materials contained in the pupils' materials.

I. Indicate methods for varying approaches and materials in accordance with the individual abilities and interests of students.

VI. Media Standards

Materials should meet the following criteria:

A. Printed materials shall:

1. Use paper and binding of a quality appropriate for intended usage; for example, paperbacks or soft-bound materials may be appropriate for some uses.
2. Have print that is clear, readable, and appropriate to the content of the material and the maturity of the child.
3. Provide visual arrangements which:
    a. Are aesthetically and graphically designed.
    b. Use illustration and photographs appropriate to the reading content (realistic pictures).

B. Visual nonprint presentations shall:

1. Contribute to and enhance the student's learning experiences and aesthetic enjoyment.
2. Be true to the idea of the original form it illustrates in fulfilling functions suitable to the medium.

C. Materials designed for auditory presentation shall:

1. Present voices that are clear, pleasing, and well modulated or appropriate to the role portrayed.
2. Have the technical quality to capture the sound frequencies necessary to approximate the original performance.
3. Be appropriate in length of performance for the intended audience.

D. Games designed to teach or reinforce skills shall:

1. **Be related to instructional purpose.**
2. **Be inherently motivational.**
3. **Be conveniently packaged or bound.**

E. All materials, whether designed for auditory, visual, or tactile presentation, shall:

1. **Be durable and convenient to handle, store, and use.**
2. **Be replaceable if and when needed; for example, replaceable parts may be component parts of kits, systems, laboratories, and so forth.**
3. **Be consistent with the continuous progress program of individualized instruction when a reading level or grade level is designated.**

Criteria for Evaluating Instructional Materials in Literature

Kindergarten Through Grade Eight

Approved by the State Board of Education on May 10, 1973

I. Introductory Statement

A. *Definition.* "Literature, as distinguished from other forms of speech and writing, may be defined as that body of works which are products of the creative imagination expressing itself through the medium of language. . . ."[1] Literature refers especially to those imaginative works that render with special effectiveness the quality of human experience, regardless of mode of presentation. The word "work" may refer to a printed page, recording, film, or other visualization a poem, play, short story, or essay.

B. *Goal.* The literature program makes available to all students in the public schools of California their heritage through literary experiences. The major goal of the program is to challenge the potential, abilities, and real interests of the students so that they may become involved with literature which enriches the quality of human experience.

The selections of literature included in the program from kindergarten through high school should help the student to develop an appreciation of the struggles of the human spirit, as expressed in literary works, thereby developing aesthetic and ethical insights and a system of humane values.

Another goal of instruction in literature must be its full enjoyment - not passive, but active, creative enjoyment.

C. *Interrelatedness of All of the Language Arts.* Materials for an instructional program in literature must be based on a recognition of the interrelatedness and interdependence of all aspects of the program in the arts and science of language. These include the receptive skills of listening and reading and the expressive skills of speaking and writing, as well as the kinds of thinking skills that are requisite to engaging satisfactorily in any of these activities.

D. *Relationship to Frameworks.* Materials included in literature must reflect a philosophy which is consistent with that expressed in the two related frameworks adopted by the State Board of Education, the *English Language Framework for California Public Schools Kindergarten Through Grade Twelve* and the *Framework in Reading for the Elementary and Secondary Schools of California.*

Those materials adopted for instruction in literature must also reflect the legal requirements stated in the California Education Code.

II. General Criteria—The Instructional Program at All Levels

A. *Nature and Functions of Content.* Both print and nonprint materials shall:

1. Provide students with a literature program which will heighten personal interest in reading.
2. Help students discover the uniqueness and the inalienable rights of individuals and their responsibilities to others in society.
3. Utilize literary themes which reflect with honesty and integrity our nation's history as well as present universal and timeless values.
4. Promote development of students' ability to choose, distinguish, and refine their systems of values by including the rich diversity of cultural, ethnic, racial and socioeconomic environments of all American children.
5. Portray both males and females of varying ages and racial and ethnic backgrounds in their full range of roles in society.
6. Provide a variety of literary types, content, and focus, including selections dealing with different times and places; many types of people, situations, and groups, traditional and contemporary; and representative authors of both sexes and of various cultural, ethnic, and racial groups.
7. Be sensitive to dialects which, when they appear, must not be exaggerated or inconsistent but are appropriate to the setting and the characters.

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[1] *English Language Framework for California Public Schools Kindergarten Through* [illegible] Sacramento: California State Department of Education, 1968, p. 22.

8. Show the relationship between persons and their physical environment when appropriate, and promote awareness of and responsibility toward that environment.

9. Include opportunities for students to find pleasure and success in literature and to make meaningful responses to what they read through speech and discussion experiences, including participation in imaginative performances and as an audience.

10. Recognize the wealth of the oral tradition in literature and the worth of this tradition for all students.

11. Include selections of quality from, for example:
    a. Poetry epigram, limerick, lyric, ballad, romance, epic, haiku, cinquain, and concrete
    b. Drama comedies, tragedies, and other dramatic forms found in stage plays, motion pictures, television plays, scenarios for puppet and marionette shows, and fictional dialogues
    c. Fictional prose short story, novel, imaginative storytelling, nursery tales, animal stories, other briefer narrative forms for younger children, fairy tales, legends, and myths
    d. Nonfictional forms of prose—biography, personal narrative, essays, journals, letters, speeches, and documentaries

12. Promote an understanding of the importance of the design and creativity of the literary work and appreciation of the effectiveness of the language in which the work is expressed.

13. Include literary experiences appropriate to the wide range of maturity, ability, and interests of all students at each grade level.

B. *Scope and Sequence.* The organization of both print and nonprint materials shall:

1. Be readily apparent to both student and teacher. For example, many genre and media may be organized around a theme.

2. Provide concepts and ideas appropriate to the students' levels of development, their reading abilities, and their varying needs.

3. Focus toward both expressive and receptive forms, including oral and visual literature, records, tapes, poems, oral readings, or other nonprint forms of stories, poems, drama.

4. Be adaptable to a variety of teaching strategies.

5. Help students develop and extend their interests and experiences through literature.

III. Teacher Materials

Resource materials, when appropriate, shall:

A. Be easily identifiable from student materials and convenient for use; for example, student materials may be annotated.

B. Provide a well organized table of contents.

C. Include summaries of materials.

D. Suggest ways of organizing multimedia materials for instruction according to a well designed plan.

E. Provide references to other related works.

F. Include facts or anecdotes about literature and its creators and information about major literary figures and movements.

G. Include help in developing skill in literary analysis.

H. Contain a variety of suggested teaching strategies for:
    1. Presenting creative ways to motivate students and ways of encouraging individual involvement and response
    2. Developing students' and teacher's activities in a form usable to both of them
    3. Encouraging students to experience many types of literature
    4. Developing storytelling and story reading techniques
    5. Developing critical awareness of points of view as expressed in all media
    6. Providing ways to deal with literature reflecting people's differences and similarities: cultural, ethnic, age, sex, and physical characteristics
    7. Providing specific ways of dealing with individual student differences: learning modalities, maturity levels, cultures, language, age, and sex
    8. Demonstrating the reciprocal relationship between language and human thought processes and attitudes which facilitate the growth of both language and the thinking processes
    9. Promoting the interrelatedness of all the components of language, literature, and composition in order to develop the

student's communicative abilities as a competent and sensitive listener, speaker, reader, and writer

10. Providing literary experiences (including nonprint materials) for students having great difficulty in reading

I. Include guidance for extending student experiences by introducing new works, developing appropriate media, and so forth.

J. Include guidelines for a variety of evaluative techniques.

K. Include suggestions for selecting literature and strategies for encouraging students to experience many types of literature.

L. Provide opportunities to integrate the skills taught in basic reading instruction with those abilities that lead to an understanding and appreciation of literary craftsmanship.

IV. Media Standards

A. Printed material shall:

1. Use paper and binding of a quality appropriate for intended usage; for example, paperbacks or soft-bound material may be appropriate for some uses.
2. Have print that is clear, readable, and appropriate to the content of the material and the maturity level of the student.
3. Provide visual arrangements which:
   a. Are aesthetically designed.
   b. Use color, illustrations,and photographs where appropriate.

B. Visual nonprint presentations shall:

1. Contribute to and enhance the student's learning experiences and aesthetic enjoyment.
2. Be true to the idea of the original form they illustrate, fulfilling functions suitable to the medium.

C. Materials designed for auditory presentation shall:

1. Present voices that are clear, pleasing, and well modulated or appropriate to the role portrayed.
2. Have technical quality to capture the sound frequencies necessary to approximate the original performance.
3. Be appropriate in length of performance to intended audience.

D. Games designed to teach or reinforce skills shall:

1. Be related to instructional purpose.

2. Be conveniently packaged or bound.

E. All materials, whether designed for auditory, visual, or tactile presentation, should be consistent with the philosophy and content listed in all of the criteria cited in the preceding items and shall:

1. Be durable and convenient to handle, store, and use.
2. Be replaceable if and when needed; for example, replaceable parts may be components of kits, systems, laboratories, games, and so forth.
3. When reading level or grade level is designated, use format consistent with the continuous progress program of individualized instruction.

Call for Bids

for Instructional Materials in the Subjects of Health, Mathematics, Music, Science, and Social Sciences

Kindergarten and Grades One Through Eight

WILSON RILES
Superintendent of Public
Instruction and Secretary
State Board of Education

NEWTON L. STEWARD
President
State Board of Education

CALIFORNIA STATE BOARD OF EDUCATION
721 Capitol Mall
Sacramento, CA 95814

July, 1974

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Call for Bids for Instructional Materials

in the Subjects of Health, Mathematics, Music, Science, and Social Sciences

Authorized by Resolution of the State Board of Education
May 9, 1974

I. Invitation to Submit Samples and Bids

The California State Board of Education hereby invites the submission of instructional materials, including (a) textbooks and accompanying teachers manuals, teachers guides, or teachers editions of such textbooks; and (b) educational materials, for adoption and use in the public elementary schools of California for a period of two years beginning July 1, 1976. The submission of bilingual-bicultural materials in any of these subject matter areas is included in the invitation. The Board also invites the submission of sealed bids with respect to the furnishing of such materials to the Board or to the printing and publication, distribution, use, and sale of printed materials by the Board, all subject to the terms and conditions hereinafter set forth.

II. Criteria

Health, Mathematics, Music, Science,
and Social Sciences

Materials submitted will be evaluated on the basis of the criteria adopted by the State Curriculum Development and Supplemental Materials Commission. (See pages 27–56 of this Call for Bids.)

III. Definitions

Materials are variously defined in the Education Code of the state of California as follows:

9221. "Instructional material" means all materials designed for use by pupils and their teachers as a learning resource and which help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or nonprinted and may include textbooks, educational materials, and tests.

9221.3. "Basic instructional material" means instructional materials designed for use by pupils as a principal learning resource and which meet in organization and content the basic requirements of the intended course.

9221.5. "Supplementary instructional materials" means instructional materials designed to serve, but not limited to, one or more of the following purposes, for a given subject, at a given grade level:

(1) To provide more complete coverage of a subject or subjects included in a given course.

(2) To provide for meeting the various learning ability levels of pupils in a given age group or grade level.

(3) To provide for meeting the diverse educational needs of pupils with a language disability in a given age group or grade level.

(4) To provide for meeting the diverse educational needs of pupils reflective of a condition of cultural pluralism.

9222. "Instructional materials system" means a comprehensive collection of related instructional materials which are designed to improve learning in one or more subjects and are so designed that all parts of the system are necessary to produce the results intended.

9222.3. "Instructional materials set" means a collection of related supplementary instructional materials produced and submitted as a set by a single publisher or manufacturer and which are so designed that each part of the set is related to the same subject; however, not all parts of a set shall be necessary to promote the maximum efficiency of pupil learning in that subject. All parts of a set shall have a common educational purpose and methodology, and each part of a set shall be identified, marked, or imprinted with a common title or name.

9223. "Textbook" means a book designed for use by pupils as a source of instructional material, or a teachers edition of the same book.

9224. "Educational material" means any audiovisual or manipulative device, including, but not limited to, films, tapes, flashcards, kits, phonograph records, study prints, graphs, charts, and multimedia systems. Educational materials do not constitute equipment as defined in the California School Accounting Manual.

IV. Basis of Distribution

Materials are adopted and distributed in accordance with California Education Code sections 9400, 9401, and 9402, which read as follows:

9400. The state board shall biennially adopt a list of textbooks and instructional materials for use in the elementary school grades subject to the following provisions:

(a) The state board shall adopt not less than five but not more than 15 of any of the following, per subject, per grade: (1) instructional materials, (2) instructional materials systems, (3) instructional material sets, (4) a combination of instructional materials, instructional materials systems, and instructional materials sets. The state board may designate each instructional material, instructional material system, instructional material set, or any combination thereof, as basic or supplementary. The state board shall not adopt more than two instructional material sets per subject.

(b) Fewer than five instructional materials, instructional materials systems, and instructional materials sets may be adopted per subject, per grade if publishers and manufacturers of instructional materials do not submit a sufficient number of educationally useful materials or systems, as determined by the state board; however, in no event shall the state board adopt less than two basic instructional materials systems per subject, per grade.

(c) In the event that a district board establishes to the satisfaction of the state board that the adoption of basic instructional materials does not promote the maximum efficiency of pupil learning in the district, the state board shall adopt additional basic instructional materials for use by that district board.

(d) The state board shall biennially adopt lists of instructional materials for the following subjects: (1) language arts, (2) arithmetic, (3) social sciences, (4) reading, (5) science, and (6) any other subject in which the board shall determine the need and desirability for instructional materials to promote the maximum efficiency of pupil learning. The state board may establish a cycle for adoptions by designating subjects to be adopted in even-numbered years and subjects to be adopted in odd-numbered years.

(e) The state board shall, at the time of the adoption, determine the date upon which state-adopted instructional material shall be available for use by district boards.

(f) The state board may adopt instructional materials, instructional material systems, and instructional material sets without designating a grade or subject and the state board may designate more than one grade or subject whenever the state board determines that a single subject designation or a single grade designation would not promote the maximum efficiency of pupil learning. Any materials so designated may be placed on a single grade or single subject list or may be placed on separate lists including other materials with similar grade or subject designations; however, all materials so designated shall be adopted subject to the numerical limitations of subdivision (a).

V. Matters Submitted Prior to Bid

Notice of Intent to Submit Bids. Within two weeks following receipt of this Call for Bids, a publisher who wishes to submit samples and a bid shall send notice of his intention to the Secretary, California State Board of Education—Attention: Chief, Curriculum Frameworks and Instructional Materials Selection, 721 Capitol Mall, Sacramento, CA 95814.

Samples for Preliminary Evaluation. By September 3, 1974, and at subsequent dates as directed by the State Department of Education, the publisher shall deliver, as hereinafter specified, up to 185 sample copies of all textbooks and up to 20 samples of educational materials with respect to which the publisher will submit bids in response to this Call for Bids. Teachers editions of, or teachers manuals accompanying, the materials shall be submitted at the same time.

Inside the front cover of each copy of each textbook, there shall be printed, stamped, or pasted a statement specifying the subject and grade level for which the book is intended. A brief that sets forth the plan and merits of any book may be submitted with each sample copy. Similar identification shall be made on other materials submitted.

Materials must be packed one set to a box and the box identified on its four sides with the name of publisher, title, grade for which intended, and the word "Samples." An invoice or packing slip listing all items in the box must be included within the box.

The samples shall be delivered as follows:

1. One copy of textbooks and one sample of other instructional materials to Secretary, California State Board of Education–Attention: State Textbook Warehouse, 401 N. Third St., Sacramento, CA 95814 (Additional copies may be requested at a later date.)
2. Remaining samples to the persons and at the addresses shown on a list to be mailed to the publisher by the Department upon receipt of notice of intent to submit (The persons named in the list are members of the State Curriculum Development and Supplemental Materials Commission or their consultants, or display centers.)

Specifications. When the samples are delivered to the Secretary, California State Board of Education, the publisher shall also deliver to the Secretary, at 721 Capitol Mall, Sacramento, CA 95814–Attention: Chief, Curriculum Frameworks and Instructional Materials Selection, specifications for any books, in conformance with Education Code Section 9422(a):

> 9422. Publishers and manufacturers shall, at a time designated by the commission, submit the following information:
>
> (a) Detailed specifications of the physical characteristics of such material. Such specifications shall be complied with by the publisher or manufacturer if the material is adopted and purchased in completed form by the state board or any district board. If the material is adopted under a lease contract, the Department of General Services shall follow comparable specifications in manufacturing the material. Changes in specifications may be made when approved by the state board and the publisher or manufacturer.

The specifications supplied shall include, among other things, the following information: weight, brand, finish, and source of supply of text paper; and grade, color number, and source of supply of cover cloth. They shall be submitted on the forms supplied by the Department of Education.

List of Materials Submitted. By September 3, 1974, a list of all books or materials being submitted shall be sent to the Secretary, California State Board of Education, 721 Capitol Mall, Sacramento, CA 95814–Attention: Chief, Curriculum Frameworks and Instructional Materials Selection. This list shall be submitted on a form to be supplied by the Department upon receipt of notice of intent to submit and shall show the grade or grades for which each item is intended; the net price at which copies may be purchased; and the office or depository from which such copies may be purchased at such net prices. It shall include all pupils and teachers editions and educational materials to be submitted for this adoption. Publishers should note that no incomplete materials will be accepted for evaluation.

By September 3, 1974, publishers shall also submit information on learner verification already performed or their plans to conduct such verification, as required in Education Code Section 9426:

> 9426. Publishers and manufacturers shall, in accordance with rules and regulations adopted by the state board, develop plans to improve the quality and reliability of instructional materials through learner verification. Governing boards shall be encouraged to permit publishers and manufacturers to have limited access to classrooms for necessary testing and observation. Publishers and manufacturers shall provide copies of test results and evaluations made as part of learner verification at the request of any governing board.

The Board's regulations and guidelines for learner verification will be mailed to publishers who submit letters of intent.

PUBLISHERS' SCHEDULE

Two weeks after call	Notice of intent
September 3, 1974	Samples Specifications List of materials submitted, with net prices Learner verification information
January 22, 1975	Bids

Revision of Materials. Materials submitted for adoption shall not be changed in content or format during the evaluation without the consent of the State Curriculum Development and Supplemental Materials Commission. Revisions following adoption shall be made only at the direction of or with the consent of the Board.

VI. Submission of Bids

By January 22, 1975, six copies of each bid shall be submitted on the form therefor supplied by the Department. These forms and information for submitting bids will be sent to publishers as soon as practicable.

VII. Content of Bids for Printed Instructional Materials

Bids shall be submitted on the basis of both license and lease of film materials and sale of completed printed materials. Publishers are required to bid under both categories. The request for submission of bids under two alternatives is made pursuant to Education Code Section 9422 (b, c, and d):

> 9422. Publishers and manufacturers shall, at a time designated by the commission, submit the following information:
>
> (b) A price schedule for the sale of completed materials to the state, including all costs of transportation pursuant to subdivision (a) of Section 9261, a statement of the cost to the State of California of purchasing a single unit of each item of instructional material, and any discounts for quantity purchases and any discounts for payment within any specified period of time.
>
> (c) A price schedule for the lease and/or purchase by the state of films, dies, and other materials to be used by the state to manufacture such materials.
>
> (d) A price schedule of royalty costs to be paid to the publisher or manufacturer whenever the state manufactures and distributes to school districts any such materials.

The conditions under which bids will be accepted are as follows:

1. *Royalty and lease of film*
   - (a) Royalty per copy for right to print, publish, and distribute during the adoption period specified in the Call for Bids (such right to include reproduction in other media as necessary to supply blind and visually handicapped pupils as provided by law) and to distribute as permitted by law following such adoption period
   - (b) Lump-sum payment, including sales or use tax, for lease of film to the Board
   - (c) No funds shall be available to finance contracts for textbooks or separate teachers' manuals adopted by the State Board of Education in which the royalty for any such textbook exceeds by more than 10 percent an amount equal to the net price of that book multiplied by the average of the ratios of royalty to net price of all competitive books of its respective type.

2. *Completed materials*
   - **(a) Price per unit of completed materials, for use by State Board of Education, as permitted by law, including sales or use tax, f.o.b. destination in California**
   - **(b) No funds shall be available to finance contracts in respect to instructional materials adopted by the State Board of Education in which the total price, including sales or use tax, for any instructional material exceeds by more than 13 percent the average of the three highest total prices for competitive instructional materials.**

Publishers may submit one royalty and one purchase price, or they may bid against a quantity scale. If a quantity scale is to be used, the bids must be made on the following scale: 1–10,000; 10,001–20,000; 20,001–30,000; 30,001 and more.

If a publisher chooses to bid against a quantity scale, he must bid on each of two types of scales, as follows:

1. *Sliding scale.* **With this scale, quantities of textbooks accumulate over the life of the adoption and continue to affect the basic royalty rate or price. When such a bid is accepted, prices or royalties will be paid on the basis of quantities estimated by the Department of Education to be needed for the entire adoption period. Adjustments will be made as soon as fiscal procedures permit following the end of the quarter in which the last anticipated major distribution occurs.**

2. *Stepped scale.* On this scale, each step defines the price or royalty rate for a specific group of copies purchased or distributed. Thus, the first 10,000 copies will be paid for at the price or royalty rate specified; the second 10,000, at a second rate; and so on at progressively lower rates. No adjustments will be necessary.

Publishers may not attach special conditions to the bid but must follow only the structure indicated in this Call for Bids. For example, escalation clauses will not be acceptable. Bid monies shall be stated in dollars and not more than two places beyond the decimal point; for example, $2.43.

VIII. Content of Bids for Other Instructional Materials

Bids for other educational materials must contain an identifying description of the materials being bid and state the purchase price, including sales or use tax, f.o.b. destination in California.

IX. Samples for Public Display Purposes

Whenever textbooks have been recommended for adoption by the State Board of Education, sufficient sample copies must be supplied by the publisher to provide copies for public display, as required in Education Code Section 9402:

> § 9402. Before final adoption of any instructional materials not currently listed, the state board shall make any textbooks proposed for adoption available for public inspection for 30 days at display centers designated by county superintendents of schools. There shall be at least five display centers in Los Angeles County, three each in Orange County and San Diego County, and two each in Alameda County and Santa Clara County.

X. Laws and Regulations

Each bidder is hereby put on notice as to the laws of the state of California, including any applicable Budget Act restrictions, and regulations of the State Board of Education governing the adoption and use of textbooks and instructional materials in the public elementary schools of California and the making of contracts with respect thereto.

XI. Inquiries

Inquiries covering this Call for Bids should be addressed to the Chief, Curriculum Frameworks and Instructional Materials Selection, 721 Capitol Mall, Sacramento, CA 95814, phone (916) 445-2731.

XII. Agreement

Each bidder, any of whose bids is accepted, will be required to enter into a written agreement with the State Board of Education, and the agreement concerning printed material will contain, in addition to other essential provisions, appropriate provisions selected or adapted from the following, as applicable under the bid accepted.

In the case of printed material bid on both lease of film and purchase price bases, the agreement shall include, as options, both the right (1) to print, publish, and distribute; and (2) to purchase completed materials. Each time materials are required during the adoption period, the Board will, depending on orders from the schools and in accordance with the best interests of the state, exercise the most appropriate option.

Provisions Relating Both to Agreements for Right to Publish Materials and to Agreements to Purchase Completed Materials

1. *Board Members Acting in Official Capacity.* In no event shall the individual members or any officer of the BOARD or any agent or employee thereof be personally or individually liable in any respect as to any term, condition, covenant, or agreement contained in this agreement, it being mutually understood and agreed that the action of each and every member or officer or agent or employee of said BOARD herein is in his official capacity as a member or officer or agent or employee of the State Board of Education of California.
2. *Termination for Failure to Perform.* In the event the PUBLISHER shall fail, neglect, or refuse to perform this agreement, or any of the conditions thereof, on its part to be performed, and at the time in this agreement specified, the BOARD, in addition to any other remedies it may have, may at its option, upon written notice to the PUBLISHER, declare this agreement to be at an end, and of no more force or effect, and thereupon said agreement shall be at an end and the same shall be of no more force or effect.
3. *Nondelegation of Duties.* Neither the rights nor the duties of the PUBLISHER under this agreement shall be assigned or delegated without the written approval of the Executive Officer of the BOARD, and any attempt to do so shall be void.
4. *Indemnification.* The PUBLISHER shall indemnify and save harmless the BOARD against any and all claims, demands, and causes of action which may be made against the BOARD for infringement of copyright or otherwise arising out of the printing, publication, sale, distribution, and use of the said materials by the BOARD under this agreement.
5. *Distribution During and After Close of the Adoption Period.* In addition to distribution of instructional materials through operation of the State Instructional Materials Fund, the BOARD shall have the right to sell instructional materials to any person or entity described in Education Code Section 9500. After close of the adoption period, the BOARD and any school district governing board shall have the right to donate, sell, distribute, or otherwise dispose of any remaining undistributed obsolete or surplus instructional materials as authorized by law in effect at that time. Except as provided in Education Code Section 9823, the BOARD shall have the right to dispose of such remaining undistributed obsolete or surplus instructional materials that are printed or manufactured by the BOARD without payment of royalty.
6. *Complete Agreement.* This agreement contains all of the terms and conditions agreed upon by the parties hereto, and no other

agreements oral or otherwise regarding the subject matter of this agreement shall be deemed to exist or to bind any of the parties hereto.

7. *Fair Employment Practice*
   - (a) In the performance of this contract, the PUBLISHER will not discriminate against any employee or applicant for employment because of race, color, religion, ancestry, national origin, physical handicap, or sex. The PUBLISHER will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, ancestry, national origin, physical handicap, or sex. Such action shall include, but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The PUBLISHER shall post in conspicuous places, available to employees and applicants for employment, notices to be provided by the state setting forth the provisions of this Fair Employment Practice section.
   - (b) The PUBLISHER shall permit access to his records of employment advertisements, application forms, and other pertinent data and records by the State Fair Employment Practice Commission, or any other agency of the state of California designated by the awarding authority, for the purposes of investigation to ascertain compliance with the Fair Employment Practice section of this contract.
   - (c) Remedies for Willful Violation:
     - (1) The state may determine a willful violation of the Fair Employment Practice provision to have occurred upon receipt of a final judgment having that effect from a court in an action to which the PUBLISHER was a party, or upon receipt of a written notice from the Fair Employment Practice Commission that it has investigated and determined that the PUBLISHER has violated the Fair Employment Practice Act and has issued an order, under Labor Code Section 1426, which has become final, or obtained an injunction under Labor Code Section 1429.
     - (2) For willful violation of this Fair Employment Practice provision, the state shall have the right to terminate this contract either in whole or in part, and any loss or damage sustained by the state in securing the goods or services hereunder shall be borne and paid for by the PUBLISHER and by his surety under the performance bond, if any, and the state may deduct from any moneys due or that thereafter may become due to the PUBLISHER, the difference between the price named in the contract and the actual cost thereof to the state.

8. *Contingencies Beyond Control of Publisher.* Performance by the PUBLISHER of the provisions of this agreement is subject to the contingencies of war, strike, fire, flood, or act of God or of the government, excluding bankruptcy, or of accidents that are beyond the reasonable control of the PUBLISHER. If any of such contingencies should occur, the PUBLISHER shall submit to the BOARD in writing the reasons why the provision or provisions cannot be fulfilled.

9. *Availability of Funds.* Any obligation of the BOARD under this agreement shall be contingent upon and subject to the availability of funds for the purpose of acquiring instructional materials.

10. *Place of Execution.* This agreement is deemed to have been executed by both parties in the city of Sacramento, state of California, and the validity, enforceability, and interpretation of this agreement and all of the clauses thereof shall be determined and governed by the laws of the state of California.

11. *Time as Essence.* Time is of the essence of this agreement.

12. Exceptions and special provisions.

13. *Publisher's Bond.* The PUBLISHER agrees, concurrently with the signing of this agreement, to give a good and sufficient bond in the sum of _______________ dollars (the sum to be determined by the State Department of Education) in the form of bond hereto attached for the faithful performance of its promises herein made.

Option A–License to Print, Publish, and Distribute

1. *License and Period of Use.* The PUBLISHER hereby licenses the BOARD to print, publish, and distribute the said instructional materials, whether printed and published from film and/or dies furnished and delivered by the PUBLISHER to the BOARD or otherwise, for use in the public school system and state institutions of the state of California and for sale or other use or distribution within the state of California, as required or

permitted by law and this agreement, in such numbers as may be determined by the BOARD, for the period of adoption.

2. *Raw Material and Information to Be Furnished.* In accordance with such instructions as may be given by the BOARD and within 90 days following the receipt by the PUBLISHER of notice declared by the Department of Education to be the final notice of the BOARD with respect to corrections or revisions in and additions to the raw materials required by the BOARD under paragraph (a) of the General Provisions (paragraph 5 below), the PUBLISHER shall, subject to the terms of this agreement, furnish and deliver to the BOARD in Sacramento, California, the following raw materials and information:

   (a) *Film.* Lithographic film positives or negatives will be required, at the discretion of the Office of State Printing. The BOARD shall give the PUBLISHER timely notice of the type of film required. The Office of State Printing shall be the sole judge of the acceptability of film. All film shall conform to the following requirements:

      (1) All film shall be made from new type and shall be of a quality that will ensure proper reproduction.

      (2) All negative film shall be properly opaqued, and all positive film shall be clear and clean in nonprinting areas, and all surfaces to be reproduced shall be free from obliteration.

      (3) All corrections and revisions of film from which duplicates are made shall be proofread for accuracy, and all type for such corrections and revisions shall be of the same tone and weight as the original type.

      (4) All film for multicolor work shall be color corrected and properly registered and shall contain register marks positioned not more than one-eighth inch outside of trimmed page size. Flats shall be complete with marks suitable for color register.

      (5) Each page of film must be in one solid piece. Stripped-in corrections are not acceptable on the film submitted to the Office of State Printing.

      (6) All film shall be polyester standardbase.

      (7) All film shall be new and with respect to material and mechanical perfection shall be acceptable to the Office of State Printing. All tape marks must be removed.

      (8) Negatives and positives of line work, screened tints, halftones, or related film materials shall have a density of not less than 3.0. Density readings will be determined by electronic densitometers, utilizing procedures recommended by Eastman Kodak Company.

      (9) Each sheet of film should be identified by folio and color.

      (10) All film should be shipped flat and properly packaged to eliminate curl set.

   (b) *Proofs.* Progressive color proofs will be provided of all multicolored illustrations in which standard multicolor process printing is involved. (Each such color proof shall contain standard halftone tonal strips showing the solid colors and percentage values used. Printed press sheets with color bars may be substituted for progressive proofs.)

   (c) *Dummies.* Three dummy copies will be provided of each book or other printed material, including any teachers editions or teachers manuals, with pasted-in proofs of all corrections, revisions, or additions. A previous printing of a book may be used as a dummy, but proofs of corrections must show in the dummy.

   (d) *Special Cutout Dies.* If special cutout dies are offered, they shall conform to the following requirements:

      (1) Two printed full press sheets of cutouts to be die cut shall be supplied.

      (2) Die cuts to match printed full sheets shall be supplied.

      (3) All die cuts must be .918-inch high.

   (e) *Information.* The following information regarding production of the publisher's edition of the book will be provided: manner of imposition for printing, kind of press used and nature of press run, and any other pertinent information required for reproduction of the book.

3. *Consideration.* For the rights and privileges granted by the PUBLISHER to the BOARD under this agreement, which shall include the right to reproduce in other media as necessary to supply blind and visually handicapped pupils as provided by law, the BOARD shall pay the PUBLISHER in the manner and at the times hereinafter set forth, out of money made available by law for such purposes, the royalty and lease price of film set forth in the Schedule of Printed Materials in respect to each item which the BOARD elects to print, publish, and distribute under this option.

4. *Payment* The BOARD shall render quarterly to the PUBLISHER accounts of distribution and sale of all copies of the printed materials distributed or sold under this agreement, and all balances accruing under paragraph 3 shown by such accounts of distribution and sale to be due the PUBLISHER shall be paid the PUBLISHER as soon thereafter as state fiscal procedure will permit. Distribution, except in the case of surplus printed materials, means release by the State Department of Education to a school district and to nonpublic school pupils for initial use during a specified school year. The lease price of the film, including sales or use tax, for use during the adoption period shall be paid as soon as fiscal procedures permit after receipt of the film.

5. *General Provisions* All of the following general provisions shall apply unless otherwise provided in paragraph 8:

   (a) *Corrections and Revisions* The PUBLISHER shall, after notice to the PUBLISHER by the BOARD, make such corrections and revisions in, and such additions to, the printed materials as may be required by the BOARD, and shall incorporate such corrections, revisions, and additions in the material to be delivered under this agreement prior to the delivery thereof to the BOARD.

   (b) *Subsequent Corrections and Revisions.* The PUBLISHER, in addition to all other covenants contained in this agreement, shall, during the term of this agreement, keep all dies and film furnished and delivered under this agreement by the PUBLISHER revised, free from all errors, and up-to-date, as may be required by the BOARD.,

   (c) *Return of Material* Within 30 days after the expiration of this agreement, the BOARD shall, if so requested by the PUBLISHER, return the raw materials furnished hereunder "as is" at the time of such redelivery to the PUBLISHER at the Office of State Printing in the city of Sacramento, state of California, and the PUBLISHER shall remove them from the Office of State Printing within said 30 days. In the event no demand is made or the PUBLISHER does not remove such film and/or dies within 30 days after the expiration of this agreement, they shall become the property of the BOARD. In no event shall the raw materials be returned to the publisher for any purpose prior to expiration of this agreement.

   (d) *Copyright Legend.* There shall be printed on an appropriate and proper page of each book printed and published by the BOARD under this agreement such legal form of words as will maintain the validity of the copyright thereof.

   (e) *Liquidated Damages.*

      (1) The date for delivery of raw material specified in paragraph 2 is fixed so that the BOARD, in pursuance of its duties prescribed in Section 7.5 of Article IX of the California Constitution, may have sufficient time to cause the required number of the books to be printed by the State Printer from such material and to be distributed to the day and evening elementary schools and to nonpublic school pupils by the first day of the adoption period. If any material conforming to the requirements of paragraph 2 is not delivered to the BOARD within the time specified in paragraph 2, the delay will interfere with the printing and publishing of the books, will disrupt the printing schedule of the State Printer, and will disorganize the arrangements for delivery entered into by the BOARD, all to the loss and damage of the BOARD. From the nature of the case, it would be impracticable and extremely difficult to fix the actual damage sustained in the event of and by reason of such delay. The BOARD and the PUBLISHER, therefore, presume that in the event of any delay in the delivery of material conforming to the requirements of paragraph 2, the amount of damage which will be sustained from such a delay will be the following amount, and they agree that in the event of such a delay the PUBLISHER, except as otherwise specified in subparagraphs (2) and (3) of this paragraph, shall pay the amount as liquidated damages and not as a penalty:

      One hundred dollars ($100) for each day any of the material whatsoever described in paragraph 2 remains undelivered after the delivery date specified in paragraph 2, with respect to each title contracted for herein, the total amount of liquidated damages not to exceed five thousand dollars ($5,000) for each title.

      The foregoing amount shall be paid within sixty (60) days after the BOARD mails to the PUBLISHER notice of the delay, and if not paid by such date, may be deducted by the BOARD from any money payable to the PUBLISHER under paragraph 3. The provisions of this paragraph shall not apply to any delay caused by fire, flood, or act of God.

(2) If any of the raw material described in paragraph 2 is delivered on or before the delivery date therein specified but fails to conform to the requirements of paragraph 2, the BOARD shall notify the PUBLISHER of such lack of conformance and the BOARD, at its option, may either:

a) Cause the material to conform to the specifications, in which event the PUBLISHER shall, upon receipt of notice from the BOARD of the amount of the actual cost of conforming the material, pay to the Office of State Printing such actual cost, and upon the payment thereof the material shall be deemed to have been delivered on time and in full compliance with the specifications of paragraph 2.

b) Return the defective material to the PUBLISHER, in which event the provisions of subparagraph (f)(1) shall continue to apply.

(3) If any of the raw material described in paragraph 2 is delivered after the delivery date therein specified and fails to conform to the requirements of paragraph 2, the BOARD, after notice to the PUBLISHER, may either:

a) Return the defective material to the PUBLISHER, in which event such material shall be deemed to be undelivered, and liquidated damages shall continue to accrue as provided in subparagraph (f)(1) of this paragraph.

b) Cause such defective material to conform to the specifications, in which event the PUBLISHER shall pay to the BOARD the actual cost of conforming the material, plus the amount of liquidated damages computed as if the defective material had conformed to specifications on the date it was delivered.

6. *Sales and Use Tax.* Publisher, pursuant to the provisions of Revenue and Taxation Code sections 6010(e)(5) and 6006(g)(5) and Ruling No. 70(c)(2)(F), shall, immediately upon acquisition of any film negatives or positives which are to be furnished by PUBLISHER to the BOARD pursuant to the terms of this agreement, notify the California State Board of Equalization that such film is tangible personal property to be leased by the PUBLISHER to the BOARD in substantially the same form as acquired by the PUBLISHER (lessor) and shall pay said State Board of Equalization any sales or use taxes thereby required. (Note: Ruling 70(c)(2)(F) states: "If tax is not paid at the time the property is acquired, and the lessor desires to pay tax measured by the purchase price, it must be reported and paid with the return of the lessor for the period during which the property is first placed in rental service.")

If PUBLISHER fails timely so to inform said State Board of Equalization and pay any required sales or use taxes, PUBLISHER shall be liable for any and all sales or use taxes which might become due and owing the State Board of Equalization as a result of any royalties paid to the PUBLISHER by the BOARD pursuant to the terms of this agreement.

Any publisher who is able to use his own plant facilities to produce the aforementioned film positives or negatives, for purposes of this agreement shall not use such facilities, but shall acquire the film from an outside source wherein said publisher has no financial interest. If the PUBLISHER fails to comply with the terms of this paragraph and uses his own facilities or facilities wherein PUBLISHER has a financial interest to produce the aforementioned film, PUBLISHER shall be liable for any and all sales or use taxes which might become due and owing the State Board of Equalization as a result of any royalties paid to the PUBLISHER by the BOARD pursuant to the terms of this agreement.

7. *Handicapped Minors*

(a) The right to print and publish, as conveyed by the PUBLISHER to the BOARD in this agreement, shall include the right to transcribe and reproduce the books in braille, large print, recordings, or other media for use of handicapped minors, including the visually handicapped unable to use the book in conventional print and form. Such right shall include those corrections, revisions, editorial changes, deletions, format alterations, and other similar modifications as required for the use of handicapped minors, including the visually handicapped.

(b) The considerations payable under paragraph 3 of this agreement shall apply to books transcribed and reproduced in any of the media pursuant to (a) above and distributed for use by handicapped minors.

8. *Exceptions and Special Provisions.*

Option B–Purchase of Completed Instructional Materials

1. *Purchase of Instructional Materials.* The BOARD shall purchase from the PUBLISHER by purchase orders given to the PUBLISHER from time to time by the State Department of Education, and the PUBLISHER shall sell to the BOARD for use by the BOARD as permitted by law and by this agreement such quantities of the instructional materials (hereinafter referred to as "materials" unless otherwise indicated) as the BOARD deems necessary for use in the public school system of this state and for loan to pupils attending nonpublic schools in this state during the period of adoption.

2. *Consideration.* The BOARD shall pay to the PUBLISHER, out of money made available by law for such purpose and in the manner and at the times hereinafter set forth, the amounts hereinafter listed for materials ordered by the BOARD under this agreement and delivered to a school district or nonpublic school in California:

   The price per copy, f.o.b. destination in California, including sales or use tax and all costs of transportation, is set forth in the Schedule of Printed Materials in respect to each item which the BOARD elects to purchase in completed form under this option.

3. *Price Guarantee.* Education Code Section 9261 shall apply:

   9261. A publisher or manufacturer shall:

   (a) Furnish the instructional materials offered by him at a price in the State of California which, including all costs of transportation to that place, shall not exceed the lowest price at which the publisher offers said instructional materials for adoption or sale to any state or school district in the United States.

   (b) Automatically reduce the price of said instructional materials to any governing board to the extent that reductions are made elsewhere in the United States.

   (c) Provide any instructional materials free of charge in the State of California to the same extent as that received by any state or school district in the United States.

   (d) Guarantee that all copies of any instructional materials sold in California shall be at least equal in quality to the copies of such instructional materials that are sold elsewhere in the United States, and shall be kept revised, free from all errors, and up to date as may be required by the state board.

   (e) Not in any way, directly or indirectly, become associated or connected with any combination in restraint of trade in instructional materials, and that he will not enter into any understanding, agreement, or combination to control prices or restrict competition in the sale of instructional materials for use in the State of California.

   (f) Maintain an office and depository in the State of California or arrange with an independently owned and operated depository in the State of California to receive and fill orders for instructional materials.

   (g) Upon the willful failure of the publisher or manufacturer to comply with the requirements of this section, be liable to the governing board in the amount of three times the total sum which the publisher or manufacturer was paid in excess of the price required under subdivisions (a) and (b) and (e), and in the amount of three times the total value of the instructional materials and services which the governing board is entitled to receive free of charge under subdivision (c).

4. *Orders for, and Delivery of, Materials.* The PUBLISHER shall deliver in good condition the number of copies of materials specified in purchase orders given to the PUBLISHER pursuant to this agreement and shall deliver materials f.o.b. destination in California as directed by the State Department of Education.

   At least six months prior to the beginning of any period during which the Department of Education shall require any copies of materials to be delivered, the Department shall issue a purchase order. The PUBLISHER shall make delivery at the times and places and in the quantities specified by the State Department of Education. The PUBLISHER shall not deliver materials prior to the delivery date specified for the materials unless such earlier date is agreed upon by the State Department of Education.

5. *Payment.* Payment of the purchase price for the materials mentioned in any purchase order shall be made as soon as state fiscal procedures will permit following the completion of the delivery of all of the materials covered by that purchase order and the submission of an invoice therefor by the PUBLISHER. It is anticipated that payment will be made in not more than 90 days following the completion of the delivery of all materials under a purchase order.

6. *Title to Materials.* Title to the materials delivered hereunder shall pass to the BOARD upon delivery of such copies to a school district or nonpublic school in California, and not before.

   In the event that after the materials are delivered, the BOARD shall discover any defects in any of them or shall discover that any of the materials do not conform to the specifications in paragraph 9, "SPECIFICATIONS FOR BOOKS," the PUBLISHER shall promptly replace the defective or nonconforming materials with materials without defects and which comply with said specifications.

7. *Book Labels.* **All pupil textbooks shall contain the uniform textbook label.**

8. *Exceptions and Special Provisions.* ______________________

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In the case of purchase of completed books, the following conditions also will obtain:

9. *Specification for Books.* Books furnished and delivered to the BOARD by the PUBLISHER shall conform to the following requirements:

   (a) The books shall in all respects as to text, paper, printing, binding, illustrations, and all other particulars conform to, and be of the same quality of workmanship as, the samples of the respective books heretofore submitted by the PUBLISHER to the Secretary of the State Board of Education, except that all revisions required by the BOARD pursuant to paragraphs 10 and 11 hereof shall be incorporated therein.

   (b) All books shall be manufactured in accordance with the official minimum standards and specifications for textbooks published by the National Association of State Textbook Administrators, in consultation with the Association of American Publishers and the Book Manufacturers Institute, in effect on the date hereof. If such minimum standards and specifications should be changed during the term of this agreement, the PUBLISHER upon request of the BOARD approved by the Department of General Services shall supply books which meet minimum standards and specifications as changed, but in such case the price per copy payable by the BOARD shall be increased or decreased by the difference in the then cost per copy to the PUBLISHER of manufacturing the books under the minimum standards and specifications now in effect and the minimum standards and specifications as so changed. For purposes of this paragraph the PUBLISHER shall submit evidence to the BOARD supporting the adjustment in the price per copy. Any request of the BOARD pursuant to this section shall be submitted by the BOARD at least one year prior to the date when books which meet the minimum standards and specifications as changed are to be available for delivery.

10. *Corrections and Revisions.* The PUBLISHER shall, after written notice given to the PUBLISHER by the BOARD not later than six months before the date when any copies of any material are required to be made available for delivery under the first purchase order submitted to the PUBLISHER pursuant to this agreement, make such corrections or revisions in, and such additions to, the material as may be required by the BOARD and shall incorporate such corrections, revisions, and additions in the materials prior to the delivery thereof under the first purchase order for the material involved. However, should the number of orders for the instructional materials received by the State Department of Education fail to justify the economic feasibility of making such revisions, the PUBLISHER may, without prejudice, withdraw the materials from the adoption.

11. *Subsequent Corrections or Revisions.* If, during the term of this agreement, corrections and revisions are found to be required by the Board, the Board shall notify the publisher that such corrections or revisions must be made prior to the next biennial adoption in that subject in order for such material to be considered at that time for retention on the state-adopted list pursuant to Education Code Section 9401(a).

12. *Handicapped Minors.*
This agreement shall include the right to transcribe and reproduce the books in brâille, large print, recordings, or other media for use of handicapped minors, including the visually handicapped unable to use the book in conventional print and form. Such right shall include those corrections, revisions, editorial changes, deletions, format alterations, and other similar modifications as required for the use of handicapped minors, including the visually handicapped.
The royalty per copy of any book transcribed and reproduced in any of the media pursuant to this paragraph and distributed for use by handicapped minors shall be as follows: *(Herein shall be named an amount to be negotiated between the PUBLISHER and the BOARD.)*

XIII. Materials Other Than Printed Materials

Provisions relating to purchase of completed educational materials (Education Code Section 9224) are essentially similar to those relating to purchase of completed printed instructional materials.

XIV. Content Requirements

In addition, or along with the criteria published on the following pages, publishers are hereby informed of the legal requirements of Education Code sections 9240 9243 as follows:

9240. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society, including:

(a) The contributions of both men and women in all types of roles, including professional, vocational, and executive roles.

(b) The role and contributions of American Indians, American Negroes, Mexican Americans, Asian Americans, and members of other ethnic and cultural groups to the total development of California and the United States.

(c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

9240.5 When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which accurately portray, whenever appropriate:

(a) Man's place in ecological systems and the necessity for the protection of our environment.

(b) The effects on the human system of the use of tabacco, alcohol, narcotics and restricted dangerous drugs as defined in Section 11901 of the Health and Safety Code, and other dangerous substances.

9241. When adopting instructional materials for use in the schools, governing boards shall require such materials as they deem necessary and proper to encourage thrift, fire prevention and the humane treatment of animals and people.

9242. When adopting instructional materials for use in the schools governing boards shall require, when appropriate to the comprehension of pupils, that textbooks for social science, history or civics classes contain the Declaration of Independence and the Constitution of the United States.

9243. No instructional materials shall be adopted by any governing board for use in the schools which, in its determination, contains:

(a) Any matter reflecting adversely upon persons because of their race, color, creed, national origin, ancestry, sex or occupation.

(b) Any sectarian or denominational doctrine or propaganda contrary to law.

Criteria for Evaluating Instructional Materials in Health

Kindergarten Through Grade Eight

Approved by the State Board of Education, June 11, 1970

The major criteria for evaluating textbooks and related instructional materials in health shall reflect a philosophy which is consistent with that of the *Framework for Health Instruction in California Public Schools,* published by the California State Department of Education (Sacramento, 1970).

The following points of view concerning health shall be reflected in both learner and teacher materials:

1. Health is a state of physical, mental, and moral well-being and is dependent upon the interaction of these dimensions.
2. Health is dynamic in that it is ever-changing.
3. Health is influenced by the interaction of many hereditary and environmental factors and conditions over which the individual may exercise varying amounts of control. Some aspects of everyone's health can be improved.
4. Health is necessary for a person to function optimally as a productive individual, as a worthy family member, and as a contributing member of society.

A. Points of Emphasis

1. The content and format of the materials shall be conducive to student involvement and interaction leading to the development of a positive self-concept and desirable health attitudes and practices.
2. The materials shall motivate pupils to think critically, to use problem-solving techniques, and to assume responsibility for their own health and the health of others.
3. The total concept of health and the interrelationships of the physical, mental, emotional, and moral aspects of health shall be stressed.

4. The moral aspects of health education shall conform to the *Handbook on the Legal Rights and Responsibilities of School Personnel and Students in the Areas of Moral and Civic Education and Teaching About Religion*, adopted by the California State Board of Education on January 12, 1973.
5. The interrelationship of the individual, the family, and the community as affected by the environment shall be emphasized.
6. Concepts shall be developed appropriate to the health needs, interests, and abilities of children at various ages as determined by research.
7. The materials shall indicate the scientific bases for health concepts and the rapidity with which health knowledge increases and changes and shall stress the sources of reliable current information.
8. The materials shall contribute to understanding and appreciation of the continuous operation and maintenance of the human body and of its capacity to adjust.

B. Major Concepts for Content Areas

1. Consumer Health

To maintain health requires effort, time, and money, but failure to maintain health is detrimental and more costly.

Scientific knowledge and understanding are bases for effective evaluation, selection, and utilization of health information, products, and services.

Self-diagnosis and self-treatment may be dangerous to an individual.

Quackery and faddism raise false hopes, delay proper medical attention, and cause financial waste.

2. Mental-Emotional Health

Mental health is influenced by the interrelationship of biological and environmental, including cultural, factors.

Developing and maintaining optimal mental health requires understanding oneself and others.

Stress, an unavoidable product of our culture, can be either productive or detrimental.

Maladjustive behavior varies in its impact on the individual and on society.

Qualified help is available for those who exhibit maladjustive behavior.

3. Drug Use and Misuse

Many drugs are beneficial to mankind when used properly.

Many factors contribute to the misuse of drugs.

Tobacco is harmful, and alcohol and other drugs, if misused, can be harmful to the individual and to society.

The individual and society need to accept responsibility for preventing the misuse of tobacco, alcohol, and other drugs.

4. Family Health

Members of the family exert a significant influence on each other.

Respect for oneself and one's marriage partner and mutual adjustment to each other are keys to the marriage relationship.

Persons may function more effectively as females or males when they understand themselves and each other and realize that reproduction is a life process.

Family planning may contribute to the health of family members.

5. Oral Health, Vision, and Hearing

Neglect of oral health affects individuals of all ages.

Most oral disorders can be prevented.

Oral disorders can be treated.

Most disorders of vision and hearing, which can occur at any age, can be prevented or treated and corrected.

6. Nutrition

Nutrition is important in the everyday functioning of an individual.

Individuals throughout life require the same nutrients but in varying amounts.

Food processing and preparation influence the nutritional value and safety of foods.

Nutrition is a significant factor in weight control.

Dietary fads and misconceptions can be detrimental to health.

7. Exercise, Rest, and Posture

Physical fitness is one important component of total health.

A balanced program of exercise and rest contributes to fitness.

Posture affects appearance and body function.

8. Diseases and Disorders

   The occurrence and distribution of diseases and disorders are affected by one's heredity and environment.

   Diseases and disorders have both a personal and an economic effect upon individuals and society.

   Lack of understanding about communicable diseases, including venereal diseases, can lead to problems that must be recognized and overcome to prevent serious effects on individual, family, and community health.

   There is variation in the extent to which diseases and disorders can be prevented and controlled.

9. Environmental Health Hazards

   An individual's environment, including its aesthetic characteristics, influences his total health.

   There are ever-changing health hazards in the environment.

   The potential for accidents exists everywhere in the environment.

   Individuals should be prepared to act effectively in case of accidents.

   Maintaining a healthful and safe environment is the responsibility of the individual, the family, and society.

10. Community Health Resources

    Utilization of community health resources benefits the health of the individual and the community.

    Health of the community is a shared responsibility of the individual and the community.

    Recognition should be made of the facilities within the county health departments which may play an important role in the screening, treatment, and reporting of venereal disease.

    Nations need to cooperate with one another to identify and solve international health problems.

    A variety of opportunities exists for careers in the health sciences.

C. **Pupil Materials**

1. Concepts, learning experiences, and illustrations shall be appropriate to the maturity of the pupils for whom the materials are intended and consistent with the concepts enumerated in the Framework.

2. There shall be a clear thread of continuity, with changes of emphasis and increased depth, throughout the sequence of materials.
3. The content shall be related to the everyday life of the pupils, with a recognition of the diversity in cultural backgrounds, economic conditions, and health mores of ethnic groups in California.
4. Varied methods of presenting content shall be used; i.e., problems, description, charts, graphs, and diagrams, all of which shall be authentic and up-to-date.
5. The illustrations shall be adequate, appropriate, authentic, up-to-date, and related to the content.
6. The vocabulary, quality of writing, and format shall provide for reading with ease and understanding.
7. The content shall include, when appropriate, a glossary; sections for pupil evaluation; and suggestions for additional material and pupil references to literature, organizations, and authoritative research.
8. Statements of fact shall be accurate, consistent, up-to-date, and clearly separated from judgmental moral interpretation of these facts.
9. Within the concepts of the criteria, instructional materials will be considered in single and/or multiple subject booklets such as drug misuse, venereal disease, environmental hazards, nutrition, and so forth.
10. When available and when in conformance with these criteria, material in languages other than English and parallel with English curricular material shall be included.

D. **Teacher Materials**. In addition to reflecting the points of emphasis listed in Section A, the teacher materials shall include:

1. Suggested methods of evaluating pupil progress
2. Meaningful pupil activities to increase interest and participation
3. Supplementary data and background information for the teacher (All such material shall be accurate and up-to-date.)
4. An outline of sequential learning experiences for each grade of the series or sequence submitted

Criteria for Evaluating Instructional Materials in Mathematics

Kindergarten Through Grade Eight

Approved by the State Board of Education, May 9, 1974

Materials selected must reflect the philosophy expressed in the *Mathematics Framework for California Public Schools,* published by the California State Department of Education (Sacramento, 1972).

When available and when in conformance with these criteria, material in languages other than English and parallel with English curricular material shall be included.

I. Content Coverage

A. *Arithmetic, Numbers, and Operations.* The materials shall provide for:

1. Use of the concept of one-to-one correspondence as a basic tool for developing the concepts of number, counting, and order
2. Presentation of the number line and number plane as an aid in development of the concept of number and operation with numbers, both positive and negative
3. Earlier and greater emphasis upon decimal notation and computation with decimals prior to formal computation with numbers in fraction form
4. Memorization and use, on a regular basis, of the basic arithmetic facts of addition and multiplication
5. Use of the basic addition facts in the development of the operation of subtraction
6. Use of the operations of subtraction and multiplication in developing the division algorithm
7. Learning and use of the equality and order relations
8. Use of properties of operations in the development of computational skills to the extent that those properties are required for understanding
9. Development of an understanding of elementary number theory concepts
10. Development of computational skills with positive and negative numbers
11. Selection of the operation(s) appropriate to solving given problems
12. Doing mental arithmetic
13. Development of the concept of place value in the decimal numeration system
14. Development of exponential notation
15. Development of scientific notation
16. Development of an understanding of real numbers which includes square roots and cube roots
17. Development of the representation of rational numbers as repeating decimals
18. Activities that develop the following:
    a. Understanding of decimal notation
    b. Computational skills with decimals
    c. Fraction concept and fraction notation
    d. Concepts of ratio, proportion, and percent
    e. Skill in rounding off numbers

B. *Geometry.* The materials shall provide for:

1. Intuitive, informal development of basic geometric concepts utilizing the environment as a source for models
2. Introduction of the concepts of similarity, congruence, and transformations
3. Opportunities to explore the concepts of parallelism, perpendicularity, and skewness
4. Classification of geometric shapes
5. Activities for using simple geometric instruments
6. Use and construction of two- and three-dimensional models
7. Intuitive development of reasoning procedures beginning with simple arguments
8. Activities for computing length, circumference, perimeter, area, volume, and angle measures of common geometric figures
9. Introduction of the use of the Pythagorean Formula
10. Informal development of elementary concepts of coordinate geometry

C. *Measurement.* The materials shall:

1. Provide "hands-on" experiences in measuring familiar objects.
2. Provide flexibility in the choice of a unit for measuring, with the introduction of arbitrary units preceding instruction in standard units.
3. Present standard units as a uniform way of reporting measurements.

4. Employ the metric system known as the International System of Units (SI) as the standard units of measurement.
5. Avoid computational conversions between the U.S. Customary Units System and the International System of Units (SI). The material may provide for informal comparisons of metric units with U.S. customary units.
6. Offer many opportunities for development of skills and practice in estimating common measurements.
7. Develop an understanding of the approximate nature of measurement.
8. Provide numerous activities for pupils to improve their skill in reading various measuring instruments.
9. Provide opportunities for pupils to make and interpret scale drawings and maps.
10. Provide opportunities for pupils to develop formulas for determining measurements such as perimeter, area, and volume, and provide exercises for using these formulas.

D. *Statistics and Probability.* Materials shall provide:

1. Activities for collecting, organizing, and representing data derived from real-life situations
2. Activities that develop the fundamental counting procedure through the use of tree diagrams
3. Activities that develop the concepts of permutations (arrangements) and combinations (selections)
4. Experiences in making guesses about patterns or trends that might appear among data
5. Activities which lead to making statistical inferences
6. Activities which lead to an understanding of the various measures of central tendency and dispersion
7. Systematic development of vocabulary pertinent to the topic of probability and statistics
8. Concrete activities that lead to the development of elementary concepts of probability
9. Opportunities for students to make predictions based on samples of data they have collected and for promoting the discussion of how reliable those predictions might be

E. *Relations and Functions.* Materials shall provide:

1. Activities that develop skills in constructing and interpreting tables, charts, graphs, and schedules
2. Introduction and use of mappings, correspondences, ordered pairs, and "rules" leading to an intuitive development of the

3. Gradual development of notations for the function concept
4. Use of the concept of a function to make experimental inferences, using situations drawn from areas that represent applications of mathematics
5. Experiences to encourage pupils to look for and discover patterns and relationships and to form generalizations

F. *Logical Thinking.* Materials shall provide:

1. Manipulative activities, games, and puzzles which stimulate and afford opportunities for developing elementary reasoning patterns
2. Activities involving trial and error that permit students to explore and discover logical patterns
3. Opportunities for children to discover and apply reasoning patterns to nonmathematical situations
4. Activities for exploring direct and indirect reasoning patterns

G. *Problem Solving/Mathematical Applications.* Materials shall provide:

1. Activities that permit experimentation and investigation in open-ended situations.
2. Problems drawn from everyday situations
3. Opportunities for students to compare and contrast, summarize, order events sequentially, develop an awareness of cause and effect relationships, and predict outcomes
4. Experiences in the organizing of information into tables, charts, and graphs
5. Situations which require problem formulation, mathematical model building, development of solution strategies, and solution interpretation
6. Development of a variety of solution strategies or tactics
7. Problems for which several alternative solution strategies exist
8. Explicit opportunities for students to use different solution strategies when solving problems
9. Open-ended and challenging problems to encourage conjecture, data recording, analysis and discerning of patterns, and making of generalizations

II. Manner of Presentation

A. *Pupil Needs.* The materials shall provide:

1. Experience in consumer decision making
2. Role models that expand the vocational and social horizons of both boys and girls

3. Enrichment experiences for children at all ability levels
4. Multisensory approach to learning
5. Historical development of some concepts and skills and historic references to important mathematical discoveries
6. Systematic approach toward developing reading skills in mathematics
7. Opportunities for the development of new and unfamiliar concepts, when appropriate, in a manner which proceeds from the concrete to the abstract
8. Activities at all levels which develop concepts and skills through the use of manipulative aids
9. Presentation of concepts and skills at levels which meet the needs of individual learners
10. Opportunity for a learner to progress at a rate and in a style commensurate with his learning abilities and interests
11. Opportunity for development and use of appropriate mathematical vocabulary
12. Some answers for students to facilitate self-appraisal
13. Experiences and settings representative of all socioeconomic levels, ethnic groups, urban and rural environments
14. Respect for the emotional, physical, and intellectual needs of children from all cultures, socioeconomic levels, family structures, and diverse backgrounds, including suburban, rural, migrant, and inner-city experiences
15. Help for the student in identifying values and value systems of our multicultured society
16. Consideration of the relationship between people and their physical environment, and promotion of a responsible attitude toward that environment

B. *Content Organization.* The materials shall:

1. Provide situations which develop students' investigative and exploratory skills.
2. Develop the interrelated skills of communication.
3. Include problem solving based upon students' experiences in school, home, and community.
4. Provide recreational activities, including games which have appeal to all students, which are designed to satisfy a basic mathematical objective.
5. Include innovative approaches in the presentation of computational skills which are designed to stimulate interest and motivate learning.
6. Be designed so that the format clearly indicates the concepts and skills to be developed.
7. Provide for the study of the concepts of sets only to the extent that sets are required for an adequate understanding of the content outlined in the framework.
8. Be designed so that there is a smooth transition from concrete learning experiences to abstract learning experiences.
9. Be designed to develop an appreciation for the beauty, history, and language of mathematics.

III. Teacher Materials

The teacher materials shall:

1. Provide an adequate interpretation of tables, charts, graphs, schedules, and maps.
2. Suggest strategies for teaching students to learn to read instructions.
3. Suggest strategies to use in organizing a class into groups for the purpose of instruction, tutoring, or evaluation.
4. Describe a variety of alternative activities for potential use in accomplishing the student objectives stated by the publisher.
5. Outline specific classroom activities that require pupils to use or develop skill in elementary addition, subtraction, multiplication, and division.
6. Provide a list of the student or program objectives for the instructional materials presented.
7. Suggest strategies and activities for developing mental arithmetic skills and skill in estimating solutions of problems.
8. Provide teachers with materials and guidance to facilitate evaluation of the classroom program as well as individual pupil progress. These evaluation recommendations shall describe the construction, use, and limitations of a variety of measurement tools including standardized tests, publisher-made tests, teacher-made tests, item-sampling for group assessment, diagnostic tests, and observation/interview techniques.
9. Provide a description of the mathematical development of the content included in the pupil program, expand upon these concepts, and provide historical perspective whenever appropriate.
10. Include suggestions for the development of interest, motivation, and favorable attitudes with regard to the learning of mathematics.

Criteria for Evaluating Instructional Materials in Music

Kindergarten Through Grade Eight

Approved by the State Board of Education, September 10, 1970

The primary objective of the music curriculum should be to develop the ability of every child to perceive and respond to the aesthetic content of music. Consequently, a series of music textbooks should be judged according to the excellence of their musical content and the systematic contribution that this content will make to a total program of music education. The necessity for *quality* in a series of music textbooks is paramount. The following is an outline of suggested criteria for evaluating music materials.

I. Quality of Music

A. Each musical selection shall have a melody of expressive quality. Each book in the series shall contain numerous examples of each of several characteristic melodic structures; i.e., patterns that move scalewise, chordwise, by repeated tones, or in sequence. In books for upper grades, the inclusion of songs using a 12-tone row and melodies using such devices as inversion, augmentation, and diminution is desirable.

B. The voice parts in part songs shall be "singable," and the range of difficulty of the songs shall be varied. The accompaniment to each song, whether played on the piano or on other instruments, shall be appropriate to the melodic style and period of the song. All accompaniments shall conform to generally accepted principles of harmony, whether traditional or contemporary.

C. The rhythm of each melody and the verbal pattern of the text shall conform to each other artistically. Accented beats of the measure and accented words or syllables shall normally coincide. In pupils books, rhythmic structures so difficult as to require rote learning shall be avoided. In general the rhythmic notation of songs shall be comprehensible to the children who will use the books.

D. Each book shall contain many songs in which the musical relationships among phrases are so precisely defined that children can readily recognize them and thereby discover the musical form. Recognition of design is essential to the understanding of music.

E. Songs and their voice parts shall be within the voice range of the majority of the pupils for whom they are intended.

F. The instrumental compositions and songs included in the books shall be of excellent quality and of various types. There shall be a balance between folk songs and songs by significant composers of the past and present. Folk songs shall be representative not only of various countries but also of various regions of the United States. Books shall include songs and compositions for listening that represent a variety of ethnic groups.

II. Quality of Texts

A. The text of each song shall possess intrinsic merit and be suitable to the grade level for which it is intended.

B. Each book shall include some songs in their original languages with phonetic indications of correct pronunciations. Translations of these songs in poetic or prose form shall be included in books for pupils and teachers. Translations may also be used as texts of songs if they possess poetic quality, are appropriate in content for the age level involved, and conform to the music.

C. Translated texts of songs shall be as faithful as possible to the original text.

D. Songs containing dialect offensive to any ethnic group are not acceptable.

III. Music Listening Selections

A. Each book for pupils shall contain some material that will encourage them to listen for specific features of songs and instrumental compositions. In like manner materials for teachers shall include detailed suggestions to aid them in developing the ability of children to listen to music intelligently and to understand and enjoy it.

B. Compositions included in the textbooks for listening purposes shall represent a variety of performance media and contrasting styles and periods and shall be related to the sequential development of concepts.

C. Books for pupils shall include themes of musical compositions recommended for listening and shall provide authentic background material on the music itself and its composer. Materials for teachers shall include additional information designed to assist them in promoting the children's understanding and appreciation of the music selected for listening.

D. Materials for grades seven and eight shall emphasize music listening activities through which young people will be guided to discover for themselves the meaning and structure of music. It is desirable that some material be included that will emphasize not only vocal and instrumental performance but composing and conducting activities as well.

E. Textbooks shall provide a variety of materials supportive of varied activities, such as playing instruments, reading rhythmic scores, and singing (physical as well as mental activities).

IV. Organization of Material

The content of each book and of each series as a whole shall be set forth in a manner that will clearly provide for a sequential program of instruction. The program shall contribute to children's understanding of the nature, meaning, and structure of music and to the development of concepts of rhythm, melody, harmony, form, tempo, dynamics, and tone color.

V. Type of Content

A. Each book shall contain an adequate amount of each of the following types of material: folk, art, and seasonal songs; songs expressive of moral and spiritual values; and songs of a patriotic and historical nature. For middle and upper grades, occasional selections from light operas, operas, and oratorios appropriate to the grade level are desirable. Textbooks shall include songs by contemporary composers, especially those of the United States. Songs of various ethnic origins shall be included.

B. Materials for pupils and teachers shall include information that will promote understanding of the cultural significance and expressive meaning of songs.

C. Books for pupils shall contain some material organized systematically to promote understanding of the meaning of symbols of musical notation and skill in using them. Books for teachers shall include clearly stated directions for implementing this program.

D. Rounds, canons, descants, and chants are desirable at all grade levels. In books for middle grades, simple two-part songs are desirable. Books for upper grades shall include some unison songs and a considerable amount of material in two and three parts.

E. Vocal music for grades seven and eight shall include examples of two-, three-, and four-part songs (SA, SSA, SAT, SAB, and SATB).

F. In books for grades five through eight, some songs shall contain the melody in parts other than the soprano. It is particularly important that some songs in books for grades seven and eight have the melody written in the bass clef in a range that will be comfortable for boys with changing or changed voices.

G. The notation of music in pupils and teachers editions at all levels shall include authentic indications of such expressive elements as tempo and dynamics.

H. The content of books and other instructional materials shall provide for the listening program to such an extent that it is balanced in importance and significance with performance (both vocal and instrumental), improvisation, composing, and conducting.

I. Books shall provide for musical experiences of intrinsic value organized to promote a sequential development of skill in reading and writing music. These musical experiences shall also contribute to the reinforcement of previous learnings.

VI. Instrumental Activities

A. Materials for each grade shall include some songs that suggest the use of instruments, such as the autoharp, bells, the recorder or other flute-like instruments, and percussion and orchestral instruments. In books for pupils, the notation of instrumental parts to be played by children shall be included when appropriate.

B. All textbooks shall contain indications of the correct chords for songs that may appropriately be accompanied by autoharp or other chordal instruments. Any indication of chords must be consistent with the key in which the song is notated. In both pupils and teachers editions, the notation of appropriate rhythm patterns for some accompaniments shall be included.

C. For middle and upper grades, materials for pupils shall contain some songs scored in a manner that will facilitate the playing of orchestral instruments by children. The orchestrations shall be interesting melodically and rhythmically.

D. Textbooks or other materials shall include a representation of the relationship of the piano keyboard to the musical staff. The drawing of the staff shall be large and shall be placed above the pictured keyboard. An illustration of the autoharp shall also be provided.

E. When material directly related to an instrument or group of instruments is presented, appropriate illustrations and factual information shall also be given. The illustrations shall be authentic and shall depict the relative sizes of instruments within a given family. It is desirable, whenever possible, that pictures of the instruments be related to those used in the recordings.

F. In books for middle and upper grades, there shall be at least one reproduction of a page from a full orchestral score that is related to the music the children are studying, along with a brief explanation of the score's most important features. An illustration of a symphony orchestra accompanied by a seating chart shall be included in the book. Photographs of a concert band and/or standard chamber music ensembles are also desirable.

VII. Aids for Teachers

A. Technically superior banded recordings of all songs in each textbook should be available. These recordings should represent a variety of appropriate voice types. The songs should be sung at the appropriate tempo. The words should be understandable. Instrumental accompaniments should be tasteful and authentic and should not overpower the vocal character of the music. The melodic and rhythmic content of the recording should correspond to the score printed in pupils' and teachers' books. When a language other than English is used, those making recordings or tapes should use authentic native or near-native speakers representing male and female adult voices as well as children's voices, using accurate intonation.

B. All recordings of songs and other selections for listening recommended in a series of textbooks must be available for evaluation when the textbooks are being evaluated.

C. The catalog numbers of the records and the page numbers of the recorded songs in the pupils and teachers editions shall be cross-referenced and included in the index.

D. Materials for teachers shall include piano accompaniments that are harmonically correct, appropriate to the style of the melody, and playable by some of the pupils or teachers.

E. A teachers edition of the textbook shall be available to assist the teacher in the effective uses of pupil materials. Pagination shall be the same in both books. Teacher and pupil editions of textbooks within a series must be available for concurrent evaluation.

F. Material for teachers shall be organized in clearly understandable lesson plans that will help them carry out a sequential program of instruction dealing with the constituent elements of music and their interrelationships.

G. Materials for teachers shall indicate simply and clearly the ways in which they can help children learn to explore music creatively and to investigate and discover the nature, meaning, and structure of music.

H. Textbooks for teachers shall include suggestions for original and exploratory activities for children, including movement to music, through which musical concepts can be developed.

I. Material for teachers at all grade levels shall provide for musical activities that will contribute to children's development of understandings, attitudes and appreciations, and skills.

J. An appendix listing available visual aids, supplementary recordings, programmed learning materials, and resource books is desirable.

VIII. Physical Features

The following aspects of format and other physical features of books shall conform to acceptable standards.

A. The general appearance of the textbooks shall be appealing to children.

B. Both the text and the musical notation shall be clear and easy to read.

C. In part songs included in books for grades four through eight, the notation of the individual parts shall be clearly defined and easy to read. Many of the part songs shall be notated with each part on a separate staff.

D. Bindings shall be strong and durable and shall permit the book to remain flat when open. Bindings must not obscure inner margins.

E. An attractive cover design is desirable.

F. Whenever possible the songs shall be spaced on the page so that the phrase structure is easily apparent, with no phrase broken between two lines.

G. Each book should be attractively illustrated to stimulate children's interest in the music and to enhance the music's mood and spirit. These illustrations shall not interfere with the musical notation presented.

H. Illustrations of children participating in activities related to the music shall reflect the multiethnic composition of our society.

I. The materials in textbooks for pupils and teachers shall be indexed alphabetically and shall also be classified as to topics and types of music. In teachers editions there shall be an additional classification of materials in terms of elements of music, leading toward the development of concepts. In the classified index, both the title of each song and the number of the page on which it occurs shall be cited. Each song included in the textbook for pupils shall be presented on the corresponding page in the teachers edition. The organization of the indexes shall be consistent among all books in a given series.

Criteria for Evaluating Instructional Materials in Science

Kindergarten Through Grade Eight

Approved by the State Board of Education, May 14, 1974

I. Introductory Statement

A. *Definition.* While no single definition of science would be acceptable to everyone, in a general sense the term *science* embraces much of our objective efforts to understand the natural world and to use this knowledge to make the world a better place in which to live. Thus, science includes the ideas and concepts which scientists have created in order to understand nature as well as the intellectual skills and particular modes of thinking used to develop this understanding.

B. *Goals.* The science program has a four-fold thrust:

1. To develop an attitude of objectivity which leads to an awareness and appreciation of the strengths and limitations of science and to introduce the student to the excitement of discovery and creativity
2. To develop the ability and the habit of rational thinking
3. To develop the fundamental skills needed to generate and evaluate scientifically valid concepts and ideas
4. To acquire a breadth of knowledge of scientific facts and principles upon which future growth can be based

C. *Interrelatedness of the Sciences.* While science has been organized into such disciplines as astronomy, biology, chemistry, geology, physics, and so forth, it is important that the elementary school science program emphasize the essential commonality of the scientific enterprise in presenting a unifying picture of nature. To this end, organization along a problem-solving or skills-development approach rather than a sequence of discontinuous topics along disciplinary lines is to be preferred.

D. *Interrelationships Between Science and Other Subjects.* Science has not developed in isolation nor does it exist in isolation from other activities. For proper perspective science must be presented in the context of human endeavors. The interfaces between science and mathematics, fine arts, social science, language arts, health, and so forth, exist and must be recognized if realistic scientific literacy is to be achieved.

E. *Responsiveness to Human Needs.* Science instruction must meet the different needs and interests of individual students and use appropriate teaching-learning styles and strategies.

II. General Criteria: The Instructional Program at All Levels

Science materials must reflect a philosophy which is consistent with that expressed in the *Science Framework for California Public Schools* as adopted by the State Board of Education (Sacramento: California State Department of Education, 1970). They should also be consonant with *Ekistics: A Guide for the Development of an Interdisciplinary Environmental Education Curriculum,* published by the California State Department of Education (Sacramento, 1973).

Material in a language other than English and parallel to English curricular material shall be included when available and when in conformance with these criteria.

A. *Content and Process.* Both print and nonprint materials shall:

1. Provide students with a science program which will develop a knowledge of specifics: facts, conventions, sequences, and classifications.
2. Provide students with an opportunity to develop a knowledge of concepts, generalizations, and unifying principles.
3. Give students the opportunity to engage in the major activities which are employed in scientific inquiry: observing, experimenting, verifying, predicting, organizing, inferring, analyzing, synthesizing, and generalizing.
4. Help students develop fundamental skills in manipulating materials and equipment and in gathering, organizing, and communicating scientific information.
5. Provide concepts and ideas appropriate to the students' levels of development, their reading abilities, and their varying needs.
6. Demonstrate the interrelatedness of scientific information and processes by which it is obtained.
7. Provide a variety of experiences in the biological, physical, and earth sciences.
8. Provide opportunities to integrate the knowledge and skills taught in other disciplines (e.g., mathematics, language arts, health, and social sciences) with those abilities that lead to an understanding of scientific goals.
9. Portray and model people of both sexes and varying ages and racial, ethnic, and religious backgrounds in a full range of roles in science.
10. Show the relationship between people and their environment and promote awareness of and responsibility toward that environment.
11. Develop an awareness of diminishing natural resources and emphasize the need for wiser management.
12. Identify science related careers and stress the importance of science skills in careers.
13. Indicate standard health and safety practices.

B. *Instructional Strategies.* Both print and nonprint materials shall:

1. Be adaptable to a variety of teaching-learning strategies which treat all students with respect, recognizing individual differences by adapting instruction to individual interests, needs, and learning styles.
2. Provide a structure for organizing and sequencing learning experiences. Illustrative instructional models include group instruction planning and assessment, diagnostic/prescriptive teaching, and concept and process development.
3. Make consistent use of the metric system, and convey to the students the important contributions they can make in explaining the system to persons who are not familiar with these units.
4. Provide the learner with opportunities to select from a variety of activities which contribute to the attainment of an objective.
5. Include guidance for extending student experiences by introducing new topics and alternative paths of study, developing appropriate media, and the like.

C. *Organization.* Both print and nonprint materials shall:

1. Provide an organizational perspective (print: table of contents, index, and so forth; nonprint: scope and sequence chart, and so forth).
2. Provide for an organized sequence of development which is readily apparent to both student and teacher.
3. Be so arranged that ideas and skills reappear in varying contexts and at succeeding levels of complexity.
4. Provide questions which elicit a variety of student responses, such as discussion, investigation, and the like. At the

appropriate level, material should encourage higher-order questions on knowledge, comprehension, application, analysis, synthesis, and evaluation.

D. *Assessment and Evaluation*. Both print and nonprint materials shall:

1. Provide for a variety of evaluative techniques, teacher-student evaluation, student self-evaluation, and the like.
2. Include provisions for frequent assessment of student progress. Some focuses for evaluation are (a) rational thinking; (b) interpretation of the natural world; (c) understanding of the nature of science; and (d) development of appropriate attitudes towards science and nature.

E. *Attitudes and Values*. Print and nonprint materials shall:

1. Help students develop and extend their personal interests and experiences through science.
2. Develop an understanding that major forces in society affect the learner, the schools, and science.
3. Develop those values, aspirations, and attitudes which underlie the personal involvement of the individual with his environment and with mankind.
4. Help students discover the uniqueness and inalienable rights of themselves as individuals (self-concept).

III. Teacher Materials

A. The format for resource materials shall:

1. Be easily identifiable from student materials and convenient for use; for example, student materials may be annotated.
2. Show a consistent correlation between student and teacher materials.
3. Contain practical hints and advice:
   - a. Itemized lists of materials and equipment
   - b. Techniques:
     - 1) Recipes for solution
     - 2) Sources of raw materials
     - 3) Care and maintenance
     - 4) Note sources and additional sourcebooks
   - c. Suggested storage, space requirements, and ordering procedures
   - d. Indications of how to avoid commonly encountered difficulties
4. Provide a related reference list and suggestions for extended and in-depth student and teacher supplemental activities.
5. Include an overview and/or summary of each unit.
6. Provide background information, including relevant questions, discussion and reading, expected responses, and historical information.
7. Indicate the readability level of student materials.
8. Indicate standard health and safety practices.

B. The interdisciplinary aspects of these materials shall:

1. Identify common goals with other subject areas.
2. Show applications of intellectual and manipulative skills developed in science (e.g., rational thinking processes, and so forth) to other subject areas.

IV. Instructional Media Standards

A. Printed material (books, laboratory manuals, and so forth) shall:

1. Use paper and binding of a quality appropriate for intended usage.
2. Be printed in type that is clear, readable, and appropriate to the maturity level of the student.
3. Provide aesthetic visual arrangements which use color, illustration, and photographs where appropriate.

B. Visual nonprint presentations (films, filmstrips, charts, and so forth) shall:

1. Be characterized by aesthetic appeal that contributes to the student's learning experiences.
2. Fulfill the function suitable to the medium.
3. Be current.

C. Materials designed for auditory presentation (records, tapes, and the like) shall:

1. Present voices that are clear and well modulated or appropriate to the role portrayed.
2. Have technical quality sufficient to reproduce the sound frequencies that are necessary.
3. Be appropriate in content and length for the intended audience.
4. Use, when a language other than English is presented, authentic native or near-native speakers representing male and female adult as well as children's voices speaking at an appropriate rate and with accurate intonation.

D Materials designed for manipulative use (laboratory equipment, and so forth) shall:

1. Conform to current safety standards.
2. Be clearly identified, durable, and convenient to handle, use, and store.
3. Be replaceable and easily available from the supplier when needed; for example, consumable materials and components of kits, systems, laboratories, games, and so forth.

Criteria for Selection of Instructional Materials in the Social Sciences

Kindergarten Through Grade Eight

Approved by the State Board of Education on May 1, 1974

The major criteria for evaluating textbook and related instructional materials in the social sciences should reflect a philosophy consistent with that of the *Social Sciences Education Framework for California Public Schools,* adopted by the California State Board of Education on May 9, 1974.

I. The Social Sciences Program

Social science education provides for a systematic study of what people do and why they do it. The understanding of the environment and of the social, political, and economic system should lead to thoughtful, rational, and objective participation in this country's political and social processes.

Concepts derived from anthropology, economics, geography, history, humanities, philosophy, political science, psychology, religion, and sociology provide the content for social science courses and are used by students to make generalizations and develop values. The learning process includes the use of cognitive skills and implies communication and participation with others in a social process which prepares students for the responsibilities of citizenship in the United States.

II. Goals

Goals for social science education that should be reflected in both pupil and teacher material are the following:

1. Enable students to develop understandings based on data, generalizations, and interdisciplinary concepts drawn from the various social sciences:
   - a. To use data to develop generalizations and test hypotheses
   - b. To understand the processes by which various disciplines develop concepts
   - c. To apply concepts to human experience

- d. To show the relationship between concepts
- e. To develop attitudes and values based on a conceptual scheme

2. Enable students to develop and practice a variety of intellectual and work study skills appropriate to the social sciences:
   - a. To develop and use skills of critical thinking
   - b. To develop and use valuing skills; to recognize and clarify problems; and to manage or resolve them
   - c. To develop and use creative ways to solve problems
   - d. To become increasingly self-directing
3. Enable and encourage students to understand and respect individual and cultural differences and similarities:
   - a. To understand that all groups both native and immigrant have made unique and significant contributions to life in the United States
   - b. To study the development of various racial, ethnic, and cultural groups
   - c. To accept without prejudicial judgment the differences in conduct, taste, religion, beliefs (including ideas of human origins), and standards of living
   - d. To see the result of interaction among various groups as it has limited or enhanced social, economic, or political choices
   - e. To appreciate concepts of self-esteem, integrity, empathy, morality, truth, and justice found in various units of organization–whether political, social, or economic
4. Enable students to develop and clarify a personal set of values which reflect an understanding of our democratic society:
   - a. To become conscious of a personal value system and sensitive to the value systems of others
   - b. To identify personal capabilities and develop a feeling of self-worth and confidence
   - c. To develop an appreciation of the interdependence of the individual with the environment (ekistics)
   - d. To see that adherence to or rejection of values may be either constructive or destructive to the individual and to society
   - e. To help students understand that individual liberty in a democratic society is related to the rights, privileges, and responsibilities of citizenship and that personal values have an impact on the larger society
5. Enable students to participate in societal activities as individuals and as members of groups:
   - a. To analyze social situations, determine issues, and prepare appropriate solutions upon which to act
   - b. To use knowledge and intellectual skills effectively in participating in civic and other social settings
   - c. To develop and use positive interpersonal relationship skills
   - d. To provide opportunities to initiate and to participate in societal activities

III. Guidelines for Selecting Areas of Study

Education Code Section 8551 states, in part, that "instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; man's relations to his human and natural environment; eastern and western cultures and civilizations; and contemporary issues." Education Code Section 8551.1 states that "instruction . . . in the area of study of social sciences shall also provide a foundation for understanding the wise use of natural resources."

In addition, instruction in grades one through twelve shall include the early history of California; and a study of the role and contributions of American Negroes, American Indians, Mexican Americans, Asian Americans, and other ethnic groups as well as the role and contributions of women in the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the roles of these groups in contemporary society.

Areas of study may be used in kindergarten through grade twelve to develop sequentially the five goals specified in the social science framework document. Selection should be made from the following in each of the grade-level blocks:

Individual and Group Development
Ethnic Cultures Within and Outside the United States
Local, State, and National Regions
American Heritage
Social and Natural Environment
World Cultures and Civilizations

Political Systems of the United States and the World
Economic Systems of the United States and the World
Contemporary Issues

IV. Guidelines for Determining Scope and Sequence of Units

In a determination of the scope and sequence of units in social science education, the guidelines to be adhered to are the following:

1. Concepts should be treated with increasing scope and complexity from grade level to grade level.
2. Areas of study should contribute to the students' education for civic literacy and competence. Values of a democratic society such as majority rule, representative government, rule by law, and social justice should be included.
3. Society's needs dictate that critical issues (e.g., the roles of women, consumer problems, multiethnic understanding, personal identity) be consistently examined in terms of the past, present, and future.
4. Areas of study dealing with American heritage, including state and local development, are essential.
5. Political values of various cultures should be examined together with a careful study of the nature and function of laws.
6. Economic concepts, terminology, institutions, methodology, relationships, and explanatory systems (models) should be introduced and related to social and political life and the wise use of the environment.
7. A wide range of occupational choices should be introduced.
8. Areas of study should include both historical and contemporary settings which allow for comparative and contrastive analysis.

V. Learner Materials

A. The requirements of the Education Code concerning the content of instructional materials shall be complied with in all instances. Those most crucial to the social sciences are as follows:

1. Section 9240 requires that instructional materials shall accurately portray the cultural and racial diversity of our society, including:
    a. The contributions of both men and women in all types of roles, including professional, vocational, and executive roles
    b. The role and contributions of American Indians, American Negroes, Mexican Americans, Asian Americans, and members of other ethnic and cultural groups to the total development of California and the United States
    c. The role and contributions of the entrepreneur and labor in the total development of California and the United States
2. Instructional materials shall accurately portray, whenever appropriate, "man's place in ecological systems and the necessity for the protection of the environment" (Section 9240.5[a]). In addition, when appropriate, they shall portray accurately "the effects on the human system of the use of tobacco, alcohol, narcotics, restricted dangerous drugs, and other dangerous substances" (Section 9240.5[b]).
3. "When appropriate to the comprehension of pupils, . . . textbooks for social science, history, or civics classes shall contain the Declaration of Independence and the Constitution of the United States" (Section 9242).
4. No instructional material shall reflect "adversely upon persons because of their race, color, creed, national origin, ancestry, sex, or occupation" (Section 9243).
5. Instructional materials shall be suited to the "needs and comprehension of pupils at their respective grade levels. Such materials shall be accurate, objective, and current" (Section 9244).
6. Among the purposes of supplementary instructional materials to be adopted shall be "to provide for meeting the diverse educational needs of pupils reflective of a condition of cultural pluralism" (Section 9221.5).

B. In addition to the requirements of the Education Code, criteria that shall apply are the following:

1. Instructional materials shall be presented in many forms: expository, adversary, statistical, maps and graphs, case studies, stories, dramatic presentation, music, art, recordings, film, film loops, film strips, video tapes, transparencies, simulated games, manipulative materials, simulated artifacts, globes, and other materials.
2. Materials shall motivate students to think critically and to use problem-solving techniques. They should provide for differences in learning styles, interest, and achievement, include suggestions for independent study, and allow for research.
3. Material shall present varying points of view on major topics expressed by different authorities. Primary and secondary sources should be included.
4. When appropriate, visual material shall use metric measures.
5. Material shall include the significance of religion in shaping moral and ethnic precepts and the contribution of religion to

literature, art, music, law, and morality. No single belief system should be imposed upon the student or held up to ridicule.

6. Different methods of analysis of controversial issues shall be provided.
7. Material shall be included which will ask the student to apply what has been learned to new situations and shall provide opportunity for decision making and for defense of a decision.
8. Instructional materials should be included of an inspirational nature, focusing on our American heritage in commemoration of the bicentennial anniversary of our nation.
9. Materials should be included that are parallel in other languages to English curricular material.
10. Illustrations shall be adequate, appropriate, authentic, current, and related to content.
11. Materials shall be durable, aesthetic, and appropriate for the intended use. Auditory materials shall be high fidelity. When languages other than English are used, authentic native or near-native speakers should be used and should represent male and female adult as well as children's voices. An appropriate rate of speech and accurate intonation should be used.

VI. Teacher Materials

Teacher materials shall include:

1. Suggested methods of evaluating pupil progress
2. Meaningful pupil activities to increase interest and participation
3. Supplementary data and background information
4. Outline of learning experiences for each level of a series and the relationship of the learning experience to concept development and the social science disciplines
5. Suggestions for various teaching strategies to aid in concept and skill development

SUPPLEMENTARY CALL FOR BIDS

Bilingual-Bicultural Education
and
English As A Second Language

Kindergarten and Grades
One Through Eight

WILSON RILES
Superintendent of Public
Instruction and Secretary
State Board of Education

NEWTON L. STEWARD
President
State Board of Education

CALIFORNIA STATE BOARD OF EDUCATION
721 Capitol Mall
Sacramento, CA 95814

July 12, 1973

CALL FOR BIDS FOR INSTRUCTIONAL MATERIALS
IN THE SUBJECTS OF BILINGUAL-BICULTURAL EDUCATION
AND ENGLISH AS A SECOND LANGUAGE

Authorized by Resolution of the State Board of Education
July 12, 1973

I. INVITATION TO SUBMIT INSTRUCTIONAL MATERIALS AND BIDS

The California State Board of Education hereby invites the submission of instructional materials, including (a) textbooks and accompanying teachers manuals, teachers guides, or teachers editions of such textbooks; and (b) educational materials, for adoption and use in the public elementary schools of California for a period of two years beginning July 1, 1975. The Board also invites the submission of sealed bids with respect to the furnishing of such materials to the Board or to the printing and publication, distribution, use, and sale of printed materials by the Board, all subject to the terms and conditions hereinafter set forth.

II. CRITERIA

Bilingual-Bicultural Education
and English As A Second Language
Kindergarten and Grades One Through Eight

Materials submitted will be evaluated on the basis of the criteria adopted by the State Board of Education. (See attached.)

(For information regarding all other conditions of submission and proposed agreements, refer to Call for Bids dated July 1, 1973, to which this Call for Bids is a supplement.)

STATE ADOPTION OF INSTRUCTIONAL MATERIALS

The State Board of Education upon recommendation of the State Curriculum Commission adopts instructional materials for use in California schools. Each district is provided a dollar credit in the State Department of Education based upon the district's ADA which may be used to purchase these materials. Committees of teachers and administrators recommend to the local board of education how each district's credit should be expended each year. These committees also recommend which of the materials ordered are to be housed at each school site and which at the Instructional Media Center for use by all schools. These materials are adopted biennially by the State Board. The adoption calendar is as follows:

Subject	Year of Adoption	Year in Classroom
Health	1973, 1975, 1977, etc.	1974, 1976, 1978, etc.
Music	1973, 1975, 1977, etc.	1974, 1976, 1978, etc.
Science	1973, 1975, 1977, etc.	1974, 1976, 1978, etc.
Reading	1974, 1976, 1978, etc.	1975, 1977, 1979, etc.
Literature	1974, 1976, 1978, etc.	1975, 1977, 1979, etc.
English Language	1974, 1976, 1978, etc.	1975, 1977, 1979, etc.
Spelling	1974, 1976, 1978, etc.	1975, 1977, 1979, etc.
Handwriting	1974, 1976, 1978, etc.	1975, 1977, 1979, etc.
Foreign Language	1974, 1976, 1978, etc.	1975, 1977, 1979, etc.
English As a Second Language	1974, 1976, 1978, etc.	1975, 1977, 1979, etc.
**Bilingual Materials	1974, 1976, 1978, etc.	1975, 1977, 1979, etc.
Mathematics	1975, 1977, etc.	1976, 1978, etc.
Social Sciences	1975, 1977, etc.	1976, 1978, etc.

Subject field content and utilization of textbooks and other resources are to be planned by staff members based on the level of ability and achievement of students assigned. While grade level designation can serve as a general guide, each class presents the need to plan the instructional program to facilitate continuous progress.

After textbooks have arrived at the school site, teachers may request textbooks from their principal based on the instructional needs of the students (e.g. a fourth grade teacher very likely will use reading textbooks from several grades during the same year). Staff members within a school need to plan for the sharing of textbooks and the articulation of students to facilitate continuous progress.

** Bilingual materials can now be submitted every year in accordance with the schedule of subject areas and years listed above.

OTHER STATES

NAME OF PERSONS IN CHARGE OF TEXTBOOKS ADOPTION IN OTHER STATES OF THE U.S.

On the following page is a list of the names and addresses of persons in charge of textbook adoption in 21 States of the U.S. The states included are:

Alabama
Arizona
Arkansas
Florida
Georgia
Idaho
Illinois
Kentucky
Louisiana
Mississippi
New Mexico
New York
North Carolina
Oklahoma
Oregon
South Carolina
Tennessee
Texas
Utah
Virginia
Nevada

NATIONAL ASSOCIATION OF STATE TEXTBOOK ADMINISTRATORS

Mr. Charles P. Hayes
Textbook Consultant
State Dept. of Ed.
Montgomery, Ala. 36104

Rosemary Stern
Dir. of Ele. Education
State Dept. of Education
Suite 165, Capitol Bldg.
Phoenix, Arizona 85007

Dean H. Whiteside, Dir.
Division of Inst. Mats.
State Dept. of Education
Little Rock, Arkansas
72201

Emory Dykes, Director
Pub. & Textbook Services
State Dept. of Education
Tallahassee, Florida

Paul S. Goethe, Director
Div. of Inst. Materials
State Dept. of Education
Atlanta, Georgia 30334

Orville Reddington
Director of Textbook
Adoptions
State House
Bosie, Idaho 83702

Juanita R. Jenkins
Supervisor of Textbooks
302 State Office Bldg.
Springfield, Ill. 61106

Eugene Robinson, Direc.
Textbook Division
Dept. of Education
Frankfort, Kentucky
40601

Miss Jean Weil, Director
Materials of Instruction
Dept. of Education
Baton Rouge, LA 70804

William Matthews, Exec.Sec
Textbook Purchasing Bd.
Jackson, Mississippi
39205

Fred B. McDonald, Director
Textbook Division
State Dept. of Education
Santa Fe, New Mexico 87501

Peter Martin, Textbook
Coord. for Inst. Services
State Dept. of Education
Albany, New York 12224

Claude C. Warren, Director
Textbook Division
State Dept. of Education
Raleigh, North Carolina
27602

Mr. Kenneth Culver
Textbook Division
State Dept. of Education
Oklahoma City, Okla. 73105

Lucille Bailey, V.C.
State Textbook Commission
Rockwood Ele. Schools
740 S.E. 182nd Avenue
Portland, Oregon 97233

H. C. Quarles, Director
State School Book Com.
Columbia, South Carolina
29201

Mildred Bosworth, Director
Textbook Services
State Dept. of Education
240 Cordell Hull Bldg.
Nashville, Tenn. 37219

J. B. Golden, Director
Textbook Division
Guy West, Asst. Director
Texas Education Agency
Austin, Texas 78711

Jennie Kearl, Asst. Adm.
Ele. & Secondary Education
State Board of Education
1400 University Club
Salt Lake City, Utah 84111

Mary Stuart Mason, Super.
School Libraries & Text.
1322 East Grace Street
Office Bldg. 5-Rm. 105
Richmond, VA 23216

Victor M. Hyden, Jr.
Education Consultant
State Textbook Commissio
Carson City, Nevada 89701

cde

COLORADO DEPARTMENT OF EDUCATION
State Office Building, 201 E. Colfax
Denver, Colorado 80203
Telephone (303) 892-2212
Calvin M. Frazier, *Commissioner*

RECEIVED
DEC 21 1973
Materials Acquisition Project

December 17, 1973

Mr. Federico Vidaurri
Materials Acquisition Project
2950 National Ave.
San Diego, California 92113

Dear Mr. Vidaurri,

In response to your inquiries about state adopted textbooks, I jot down the following information.

Colorado is one of the states in the nation that has substantial local autonomy when it comes to educational policy. School boards of the local educational agency have complete control of establishing criteria for the adoption of textbooks. They also establish policy for standardized testing.

Teachers in each of our systems select the books they would like to use in the classroom. The chief administrator in the district has a large part in determining the tests to be used.

I am enclosing a list of project directors whom you may contact concerning the procedures they use in selecting materials.

Regards to all the friends at the M.A.P.

Sincerely,

Bernie Martinez (s. l. sec.)

Bernie Martinez, Consultant
Bilingual-Bicultural Education
Community Services Unit
(303) 892-2271

BM/sl

Enclosures

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 1 224

ASSISTANT COMMISSIONER FOR
INSTRUCTIONAL SERVICES
(GENERAL EDUCATION)

DIVISION OF GENERAL EDUCATION
BILINGUAL EDUCATION UNIT
518 474-8078
474-8223

3 de Octubre de 1973

Sr. Federico Vidaurri
Consejero
Materials Acquisition Project
2950 National Avenue
San Diego, California 92113

Estimado Sr. Vidaurri:

En relación a su carte del 20 de septiembre al Señor Carlos Perez obtuve la siguente información. El Departamento de Educacion del Estado de Nueva York no impone requisitos de contenido y formato para los textos oficiales K-12. Hay algunas normas vagas como la iliminación de discriminación pero el "Board of Education" de cada escuela determina cuales son los libros que van a usar en su districto.

Espero que está información sea lo que usted buscar.

Atentamente,

Josephine Estrada

Ms. Josephine Estrada
Asistante de Educacion Bilingüe

JE/np

Area Code 503
Phone 981-9555

WOODBURN PUBLIC SCHOOLS

MARION COUNTY SCHOOL DISTRICT 103C
965 North Boones Ferry Road
Woodburn, Oregon 97071

"Heart of the Willamette Valley"

ADMINISTRATION

Dr. Vincent A. Gallo, Superintendent-Clerk
Dr. Jens J. Robinson, Dir. Instructional Research & Evaluation
Marie J. Kocher, Business Manager
Lyle G. Henderson, Operations Officer

BOARD OF DIRECTORS

Robert L. Wells, Chairman
Pauline Neal
Neal Reiling
John Stegen
Vernon Coleman

Woodburn Bilingual Project
Title VII, ESEA
Nellie Muir School
1800 W. Hayes Street
Woodburn, OR 97071
October 2, 1973

Mr. Federico Vidaurri
San Diego City Schools
Materials Acquisition Project
2950 National Avenue
San Diego, CA 92113

Good Morning Mr. Vidaurri:

The information you requested (guidelines for adoption of books) is not yet available. The State of Oregon is in the process of adopting new guidelines. These guidelines will be available sometime in November. Your name has been included in the mailing list.

I'm sorry I couldn't help you at this time.

Sincerely,

Miguel A. Salinas
Director

MAS/jme

Texas Education Agency

201 East Eleventh Street
Austin, Texas
78701

- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

MEMORANDUM

TO: Individual Addressed

FROM: Division of Teacher Education and Certification

SUBJECT: Guidelines for Requesting Bilingual Endorsements and Special Assignment Permits

In order to facilitate the issuance of Bilingual Certificates and/or Endorsements as outlined in the Bilingual Certification Provisions approved by the State Board of Education, April 6, 1974, local school districts must set up a committee whose responsibilities and functions are delineated below.

I. Public School Committee

A. Makeup of Committee

- Three or more members named by the superintendent of whom three are fluent in both English and the language of the target population.
- The Committee may include
  - public school administrators, supervisors, and teachers
  - college and university faculty
  - community members
  - school board members
  - Education Service Center personnel

B. Qualifications

- Membership of committee should
  - have knowledge of the philosophy of bilingual education in accordance with the Statewide Design for Bilingual Education
  - have a positive attitude toward bilingual education
  - have knowledge of the subtleties of both cultures so as to affect pupil motivation and success

- The three or more members who are fluent in both English and the language of the target population should in addition, have formal training in the linguistics of Spanish and English including vocabulary, phonology, grammar and composition which affect bilingual education instruction.

II. Functions of the Public School Committee

A. To determine the language proficiency of the applicant by one of the three following alternative methods:

- Administration of language proficiency examination to include the following:
    - Demonstrated oral reading competence of a portion of a textbook in Spanish of at least the highest grade for which the applicant has been certified.
    - Demonstrated ability to sustain a conversation in the language of the target population on a topic determined by the committee for at least three minutes without resorting to the use of English.
    - Demonstrated written language proficiency through a one-page written composition describing a bilingual classroom activity.
    - Demonstrated competence to react verbally to a classroom critical incident involving a target language dominant child. (i.e. socially unacceptable language or behaviors on the part of the child or an incident involving a sick child)

OR

- Administration of a standardized language proficiency test selected from a test bibliography prepared by the Office of International and Bilingual Education of the Texas Education Agency.

OR

- Evidence of proficiency in the language of the target population as determined by an institution approved for teacher education.

B. To recommend by three representative members of the entire committee through the superintendent of the employing district to the Division of Teacher Education and Certification those individuals who:

- have met the language proficiency requirements
- have met the requirements for the bilingual endorsement based on prior service

PROCEDURE FOR APPLYING FOR A BILINGUAL ENDORSEMENT UNDER OPTIONS 1, 2, AND 3 OF THE BILINGUAL CERTIFICATION PROVISIONS

Provisions of the following options are applicable until September 1, 1976.

OPTION 1: TRANSITIONAL PERMITS FOR MONOLINGUAL TEACHERS

The superintendent of an employing district may request Special Assignment Permits for monolingual teachers to serve in a bilingual program from the Division of Teacher Education and Certification, Texas Education Agency provided that:

- the teacher has regularly participated in the six-week language institution provided by the Texas Education Agency; or
- the teacher has completed a minimum of six semester hours of an approved bilingual education program at a teacher education approved college or university;

by submitting:

- Application for Certificate form (T-CER-009)

  Fee: $1.00 (cashier's check or money order) made payable to the Texas Education Agency

OPTION 2: ENDORSEMENT FOR BILINGUAL TEACHER WITH EXPERIENCE IN BILINGUAL PROGRAMS

A teacher with experience in an approved bilingual program may apply for bilingual endorsement to the Division of Teacher Education and Certification, Texas Education Agency, by submitting:

- Application for Certificate form (T-CER-009); and
- A Public School Committee's Affidavit and Recommendation for Endorsement

  Fee: $2.00 (cashier's check or money order) made payable to the Texas Education Agency

OPTION 3: ENDORSEMENT FOR BILINGUAL TEACHERS WITH NO EXPERIENCE IN BILINGUAL PROGRAMS

The superintendent of an employing district may request a Special Assignment Permit for those bilingual teachers with no experience in bilingual education programs who meet the provisions for bilingual teacher certification endorsement under this option provided that:

- the teacher has a baccalaureate degree and three years of successful teaching experience;

- the teacher has completed the Bilingual Teacher Training Institute provided by the Texas Education Agency; or

  six semester hours in an approved bilingual education program specifically dealing with bilingual education studies

by submitting:

- An Application for Certificate form (T-CER-009)

  Fee: $2.00 (cashier's check or money order) made payable to the Texas Education Agency

The form for the Recommendation for the Bilingual Education Endorsement will be mailed to you upon request from the Division of Teacher Education and Certification.

EXHIBIT A

DESCRIPTION OF CONTENT OF TEXTBOOKS

General Statement

The textbooks offered for adoption should have the following characteristics:

1. Authors of all textbooks offered for adoption under this Proclamation have preparation and experience which give credence and authority to their work.

2. All books offered for adoption are of recent copyright and present up-to-date, factual information accurately and objectively without opinionated statements or biased editorial judgments by the authors.

3. Content is organized to facilitate both teaching and learning.

Handwriting, Grades 1-3

1. Handwriting books should provide a program recognizing individual differences in the motor development rate of children and a clearly defined skills sequence from the first grade through the third grade. The texts should provide for the introduction of new skills at the appropriate levels of children's development, and for the subsequent reinforcement of skills previously introduced.

2. There shall be provisions for direct learning by means of clearly presented models and for practice of handwriting skills. Texts should lend themselves to coordinated instruction in the language arts with other State-adopted texts in reading, literature, and spelling.

3. Textbooks shall provide for the transition from manuscript to cursive writing during grade two or at grade three. After the introduction of cursive writing, the books should continue manuscript writing in functional situations until the developmental level of the child enables him to use cursive writing with ease. The books should also continue manuscript writing in situations where it is more appropriate than cursive writing.

4. Each handwriting book shall be accompanied by a teacher's edition or manual which gives information as to the book's purpose for handwriting instruction and suggests appropriate instructional approaches. The teacher's edition should suggest methods for interrelating handwriting with other language arts and for evaluating and diagnosing children's handwriting skills.

5. The handwriting books and teacher's manuals shall provide for instructing left-handed as well as right-handed children.

Language and Grammar, Grades 1-8

1. The State Textbook Committee shall recommend books which incorporate results of modern research in language and language learning and provide content for instruction in modern grammar and composition. Such texts should present the most recent findings about the language through inductive discovery and provide students with an accurate and clear description of language. Textbooks should regard language as a cultural phenomenon and lead students to recognize varieties of language, patterns of usage, and concepts of correctness which are realistic for today.

2. At each grade the textbooks recommended shall include specific instruction in the composition skills and opportunities for using language in a variety of situations and forms. The texts should provide a sequential program for development of specific skills in oral language at all grades, with emphasis at the primary level. There should be an identifiable sequence of composition skills compatible with the description of the composition program in the English excerpts from Texas Education Agency Bulletins 617 and 615, _Principles and Standards for Accrediting Elementary and Secondary Schools and Description of Approved Courses_. Frequent and purposeful composition--oral and written, creative and practical--should be basic to the program.

3. The textbooks recommended shall have an identifiable sequence of skills in grammar, usage, and mechanics appropriate to written composition as described in Bulletins 617 and 615.

4. Textbooks offered for adoption should reflect the philosophy that the skills of listening, speaking, reading, and writing are essentially interrelated and that learnings in one skill reinforce learnings in others.

5. Among the texts offered for adoption, organization and grade placement of content should allow for flexibility and variety in instructional materials and methods. Similarly, formats of books and physical arrangements of content may be diverse and varied. Texts should lend themselves to coordinated instruction in the language arts with other State-adopted texts in reading, literature, spelling, and handwriting. The skills of language and composition should be presented in a developmental sequence compatible with local plans and pupil needs.

6. To allow for diversity in school organizational patterns, books for Grades 7 and 8 may be part of a sequential series for Grades 1 through 8 or Grades 7 through 12, or they may be part of some other organizational pattern. The Textbook Committee may wish to recommend at least one book at Grade 7 and one book at Grade 8 designed for introducing or reinforcing basic language and composition skills for students operating below grade level in language development.

7. The books selected should have undergone field trial or pilot testing and evidence of their effectiveness in classroom instruction should be available for the State Textbook Committee to evaluate. The books should also be supported by the testimony of independent authorities, such as linguists and educational psychologists, that the textbooks demonstrate sound research in these areas.

8. A teacher's edition or manual should be available for each title recommended.

Science, Grades 1-6

1. Textbooks selected for adoption should present science as a procedure for discovery and inquiry based upon data collected during careful observation as described in Texas Education Agency Bulletin 695, Elementary Science Resource Guide. Children should be provided extensive experiences involving the scientific processes. In addition, textbooks should have as a prime objective the development of concepts in the pupils' natural environment, including man's work in that environment.

2. An introduction to the use of the International Metric System of measurement must be incorporated in the texts; however, this system need not be used exclusively.

3. A comprehensive teacher's guide describing ways the textbook may be used in teaching pupils by the inquiry method must accompany each book. In addition, the guide should include the unit or topic organization described in Bulletin 695.

Basal Readers, Grades 7 and 8

The State Textbook Committee shall recommend basal readers in the following categories: Grade 7 and Grade 8.

Basal readers, which, with supplementary readers, form the foundation for reading instruction, should provide a basic sequence of reading skills and appropriate selections or contexts in which these skills are introduced, taught, practiced, reinforced, and refined.

1. The basal readers should establish a sequence of skills and concept development compatible with that described for reading and literature in the English language arts program described in the English excerpt from Texas Education Agency Bulletin 615, Principles and Standards for Accrediting Elementary and Secondary Schools and Description of Approved Courses, Grades 7-12.

2. The basal readers should be textbooks for reading instruction, not references or textbooks in subject matter areas. The books should, however, use content from curriculum of these grades, such as literature, social studies, science, mathematics and fine arts, because reading comprehension of such content is emphasized in reading instruction in these grades. Among the books selected, there should be included identifiable selections reflecting love of country and appreciation of the American heritage. In addition, content of selections should provide information related to career education and environmental awareness. The books should reflect an understanding of the varieties of language and culture of students in Texas.

3. At Grade 7, at least one book, particularly designed for introducing or reinforcing basic skills, shall have readability factors controlled below seventh grade reading level but content directed to seventh grade students.

4. At Grade 8, at least one book, particularly designed for introducing and reinforcing basic skills, shall present challenging reading instruction for students whose reading levels are above Grade 8.

5. Generalizations about language and reading should be consistent with current research in such fields as language learning, reading, and linguistics.

6. Each book shall be accompanied by a teacher's edition or manual, or other material specifically for teachers, giving information as to the book's purpose and design for instruction, and suggesting instructional approaches.

7. The books selected should be well written and carefully edited. Stories and poems included in the books should have literary merit; that is, they should have value in developing appreciation of the literature of childhood and early adolescence. Other content should have value as examples of well-organized prose.

8. The books selected should have undergone field trial or pilot testing and evidence of their effectiveness in classroom instruction should be available for the State Textbook Committee to evaluate.

Speech

1. Textbooks in speech shall be recommended for use in four courses of the speech sequence outlined in the English excerpt from Texas Education Agency Bulletin 615, Principles and Standards for Accrediting Elementary and Secondary Schools and Description of Approved Courses, Grades 7-12: Speech 8, Speech I, Speech II, and Speech III. Appropriate material for a particular course could be found in one or more of the books.

2. Material for Speech 8 shall offer instruction and opportunities for practice in the basic techniques and skills of a variety of speaking situations, both formal and informal. Such material should be written and presented on a level appropriate for eighth grade students.

3. Material for Speech I, Fundamentals of Speech, shall be introductory to a variety of speech skills, including such areas as: adjustment to the speaking situation, body action, listening, voice and diction, reading aloud, preparation and delivery of original talks, parliamentary procedure, and discussion. Attention should be given to developing students' skills in personal communication and in the communication skills of business and career situations as well as to developing an over-all understanding of the basic aspects of the varied communications situations that affect their lives.

4. Material for Speech II, Oral Interpretation, shall include selections in prose, poetry, and drama as well as instruction in the appreciation, understanding, and presentation of such selections.

5. Material for Speech III, Public Speaking, shall include more advanced instruction than that offered in Speech I in such areas as: parliamentary procedure, preparation and delivery of various kinds of speeches, and discussion. In addition, material for this course shall include the basic procedures and processes of debate; it may also include an introduction to competitive speech events.

6. Students enrolling for Speech I, Speech II, and Speech III will be widely divergent in knowledge and competence. The recommended textbooks should reflect this divergence. The content should be appropriate for students enrolled from Grades 9 through 12.

7. A teacher's manual or a teacher's edition shall accompany each book, to provide information as to the book's purpose and design for speech instruction and to suggest instructional approaches and supplementary materials.

Elementary Analysis

The books selected for this course shall include material for a single 1/2 semester-unit or 2 quarter-unit course which is designed to follow Trigonometry and prepare students for Calculus with Analytic Geometry.

Content to be included shall be consistent with the description given in Agency Bulletin 731, Mathematics: Levels Nine Through Twelve.

Analytic Geometry

The books selected for the course described in Bulletin 731, Mathematics: Levels Nine Through Twelve, shall provide material for an algebraic approach to geometry.

Content shall be sufficient for a 1/2 semester-unit or 2 quarter-unit course.

The books should allow for flexibility in method and sequence of presentation of the concepts and techniques of analytic geometry.

Calculus with Analytic Geometry

The books selected for this course shall provide material for a course for students with exceptional mathematical talent and diligence. The content should include materials for study of the topics for Calculus with Analytic Geometry listed in Agency Bulletin 731, Mathematics: Levels Nine Through Twelve. The content should be sufficient for a 1 semester-unit or 3 quarter-unit course.

Probability and Statistics

Textbooks selected shall provide materials appropriate for the 1/2 semester-unit or 1 quarter-unit course described in Agency Bulletin 731, Mathematics: Levels Nine Through Twelve.

The content of books selected should include work with real life problems from social science, biology, physics, English, business, and careers to allow the student to use:

- simple counting methods to develop the topics of permutations, combinations, and the binomial theorem;
- probability methods and models;
- graphs and statistical measures for reporting and analyzing data;
- data in making decisions.

The books selected should allow the student to become actively involved in the use of probability and statistics for practical and career purposes.

Computer Mathematics

Textbooks selected shall provide material for a 1 semester-unit or 3 quarter-unit course using the computer in solving mathematics problems. Materials included should

- acquaint the student with the history, development, and use of the computer;
- teach the student one or more scientifically oriented computer languages such as BASIC or FORTRAN;
- include career applications and problems for solving with the computer.

The content included in textbooks should be supportive of the outline given in Agency Bulletin 731, Mathematics: Levels Nine Through Twelve.

Mathematics Independent Study and Conference Courses

The textbooks selected shall be appropriate for students in independent study of the following 1/2 semester-unit or 1 quarter-unit courses described in Bulletin 731, Mathematics: Levels Nine Through Twelve:

- Number Theory
- Linear Programming
- History of Mathematics
- Elementary Linear Algebra
- Survey of Mathematics

Each of the books should treat only one of the above courses; History of Mathematics and Survey of Mathematics, however, may be combined. The materials should place a large part of the responsibility for learning on the student in situations that foster active involvement.

Fundamentals of Mathematics (First Year)

Textbooks selected shall be compatible with the goals, objectives, and course descriptions given in Texas Education Agency Bulletin 731, Mathematics: Levels Nine Through Twelve. Fundamentals of Mathematics 1 and 2 is a 1 semester-unit or 3 quarter-unit course. Emphasis is upon the development of process skills which allow the student to search for and identify patterns, analyze problems, verify findings, and compute.

Materials which use both the customary and the metric systems of measurement should be included. Instruction in the metric system should not progress beyond the units used in everyday life. Emphasis should be on teaching the two systems and not on conversion between the two.

1. The textbooks recommended should offer a program which involves the student in activities, investigations, and projects geared to individual interests, needs, abilities, and backgrounds; develops concepts and structures beyond arithmetic gradually in simple and interesting ways and includes practical and career applications; and allows for evaluation of individual progress.

2. Each textbook should include topics listed in Agency Bulletin 731, Mathematics: Levels Nine Through Twelve, and contain materials written for students with limited foundations for mathematics study; offer self-contained units which demand little carryover and provide students with changes of pace; contain motivating topics and approaches; and integrate selected drill work with concept development.

3. Together the books selected by the State Textbook Committee should offer flexibility to schools having a mathematics laboratory, resource centers or open area learning centers for individualization, a continuous progress program, or traditional classrooms.

Introductory Algebra (First Year)

Goals, objectives, and course descriptions for Introductory Algebra 1 and 2 in Agency Bulletin 731, Mathematics: Levels Nine Through Twelve, should be reflected in the books selected for this course. Content shall be sufficient for a 1 semester-unit or 3 quarter-unit course.

The textbooks selected shall include materials which are algebra oriented and suitable for use with a range of achievement, ability interest, maturity, and career goals.

Textbooks selected shall include the basic elements and principles of the real number system, algebraic skills, and problem solving, as well as applications of algebra to the world of work and avocational activities.

Spanish, Levels I and II

Textbooks to be selected shall follow the guidelines described in Texas Education Agency Bulletin 560, Revised January 1970, Principles and Standards for Accrediting Elementary and Secondary Schools. Five books are to be selected for each: Level I, 7-12, and Level II, 8-12. The State Textbook Committee shall give preference to texts which provide an articulated sequence through Level III.

Textbooks selected shall have the following characteristics:

- Systematic development of the four language skills (listening, speaking, reading, and writing) is stressed through a variety of activities, such as structure drills, recombinations, dialogs, and conversations, designed to culminate in personalized use of the language for natural communication in Spanish.

- Presentation of content is designed for flexibility in meeting individual needs based on measurable student objectives. Provisions are made for procedures that determine how well short-range and long-range objectives have been reached.

- Formal grammatical explanations are kept to a minimum.

- Use of English in directions and explanations is minimal; idiomatic English, not literal translations, is used for equivalencies.

- Provision is made for teaching vocabulary as follows:
  - in context within sentences and/or over-all content of material
  - emphasis on high-frequency items based on interest and age levels of pupils
  - meanings of items explained in Spanish rather than an isolated one-to-one matching of Spanish and English

- Provision is made for teaching the sound system primarily through pronunciation drills in Spanish and descriptions of Spanish sounds without attempting to equate Spanish with English sounds.

- Culture is presented as an integral part of the language itself, with authentic and realistic illustrations and content instead of stereotypes. Cultural material should include a broad range of that of Spanish-speaking people, including those in the United States.

- A teacher's manual is provided with suggestions for individualizing instruction, enrichment of the program, techniques for teaching and evaluating skills and cultural understanding, and use of supplementary materials included in the program.

- The books should include an index and Spanish-English dictionary.

The Committee may select textbooks that are adaptable for use in specialized classes for Spanish speakers as described in Texas Education Agency Bulletin 702, Espanol para alumnos hispanohablantes (Spanish for Spanish Speakers), 1970.

The Textbook Committee may select at least one book for Level I to be used in seventh and/or eighth grade with:

- content and activities appropriate to the age and interest level of those pupils
- only those structures and vocabulary most useful for natural communication in Spanish
- motivation and continuity for further study in Spanish

Choral Music, 9-12

Textbooks should have all facets of the choral music program--theory, sight reading, voice production, history. These facets must be related to the choral literature so that a student may synthesize his musical knowledge.

Choral textbooks should be for two levels: I--beginning choral groups; II--advanced organizations. There should be two student books for each level.

Level I (Beginning Choral Groups)

Student Book 1, by an approach that relates theory and voice production to the song content, should include

- general information on voice production including diagrams showing breathing and vocal mechanisms;
- vocal techniques such as tone quality, intonation, breath control, phrasing, articulation, tension and release, tone projection, and uniform color of vowels with particular attention to diphthongs;
- basic theory developed in relation to sight reading selections;
- song content, from easy to medium difficult, with unison, two-part, three-part, and four-part selections suitable for sight reading in girls', boys', and mixed choruses. Four-part songs should be on separate staves to facilitate music reading. Songs should be selected for the purpose of focusing on specific theoretical concepts or vocal techniques found in the music. They should be of increasing difficulty to ensure musical growth.

Student Book 2, by an approach which relates structure and style to song content, should include

- choral literature, from easy to medium difficulty in SSA, SSAA, TTB, TTBB and SATB voicings, suitable for performance;
- song content that is challenging and interesting to today's youth;
- choral selections from different stylistic periods of Western music with the major portion from the twentieth century period;
- a comparative approach to the music of other cultures containing unusual harmonies.

Level II (Advanced Choral Groups)

Student Book 1 should continue and expand the approach of relating theory and voice production to song content begun in Level I, Student Book 1. It should include

- advanced theory developed in relation to sight-reading selections;
- materials for reading nontraditional notation such as electronic and random sound techniques;
- sight-reading selections, from medium to medium-difficult, in SSA, SSAA, TTB, TTBB, SATB voicings;
- continuation and expansion of vocal techniques.

Student Book 2 should continue and expand the approach of relating structure and style to song content begun in Level I, Student Book 2. It should include

- brief historical profiles of the stylistic periods of Western music which may or may not be developed chronologically;
- representative choral literature from each stylistic period, ranging from medium-difficult to difficult, the major portion being from the twentieth century period;
- a major portion of the voicings in SSAA, TTBB, SATB;
- song content that is challenging and interesting to today's youth;
- a comparative approach to the study of music of other cultures containing unusual harmonies

EXHIBIT A (CONTINUED)
DESCRIPTION OF CONTENT

Elementary Subjects:
Textbooks for Bilingual Instruction

Spanish Language Development, Grades 1-2

1. The textbooks for Spanish Language Development, Grades 1-2, offered for adoption should incorporate the results of modern research in language and language learning and provide content for instruction in modern grammar and composition. Such texts should present the most recent findings about the language through inductive discovery, and provide students with an accurate and clear description of the Spanish language rather than prescribed rules to be followed. Textbooks should regard language as a cultural phenomenon and lead students to recognize varieties of language, patterns of usage, and concepts of correctness which are realistic for today.

2. The textbooks recommended shall include specific instruction in the oral and written skills and provide opportunities for composing in a variety of situations and forms. The textbooks should provide the pupil and the teacher with a sequential program for the development of specific skills in speaking and writing. Frequent and purposeful composition--oral and written, creative and practical--should be basic to the program.

3. The organization and grade placement of content should allow for flexibility and variety in instructional methods. Similarly, formats of books and physical arrangements of content should be diverse and varied. Textbooks should lend themselves to coordinated instruction in the language arts with other State-adopted texts in Spanish reading.

4. The textbooks should reflect the philosophy that the skills of listening, speaking, reading, and writing are essentially interrelated and that learnings in one skill reinforce learnings in others.

5. The textbooks selected should have undergone field trial or pilot testing and evidence of their effectiveness in classroom instruction should be available for the Textbook Committee to evaluate. The books should also be supported by the testimony of independent authorities, such as linguists and educational psychologists, to the effect that the textbooks demonstrate sound research in these areas.

6. A teacher's edition or manual in the English language must be available for each title recommended. This guide may make suggestions to the teacher about facilitating the child's developing communication skills in both Spanish and English.

Teacher's editions should accompany books for Level I and Level II. These should contain a variety of teaching suggestions emphasizing the related approach to musical growth. Resource lists, including audiovisual materials, should be available in the teacher's edition.

Basal Reading in Spanish, Grades 1 and 2

Spanish reading textbooks should provide a basic sequence of reading skills and appropriate selections or content in which these skills are introduced, taught, practiced, reinforced, and refined. They must reflect the following characteristics:

1. Spanish reading textbooks must be written in a "World Standard" Spanish, i.e., the broad spoken and written style used in common by the people of all Spanish-speaking countries for schooling, business, newspapers, magazines, the church, and public discussion. ("World Standard" Spanish varies slightly from region to region.)

2. Spanish reading textbooks must establish a sequence of skills compatible with current research in the fields of language learning, linguistics, and reading. This research shows, for example, a more consistent correspondence in Spanish than in English between the sounds of the language and the letters that represent those sounds. A Spanish-speaking child, therefore, may receive instruction in reading Spanish at the kindergarten level. Spanish readers for Grades 1 and 2 should take this research into account.

3. Spanish reading textbooks enable the child to understand the following concepts:

   - Speech is made up of different sounds that can be isolated and identified.

   - Those individual sounds can be represented by individual letters.

   - Individual letters/sounds can be combined with other letters/sounds to form syllables.

   - Syllables can be combined to form words, words combined to form phrases, and phrases combined to form sentences.

4. The words and phrases should follow a sequence from the very elementary to the complex in sound, structure, and vocabulary.

5. Spanish reading textbooks for Grades 1 and 2 must include all the sound/letter correspondences of American-Spanish pronunciation.

6. Spanish reading textbooks must reflect an understanding of, and make provisions for, the regional varieties of language and culture of Texas' school children. The textbooks should demonstrate an awareness of language experiences brought by pupils to the school which serve as the foundation for educational growth and development.

7. In readability factors, such as vocabulary, structure, and length of sentences, organization of material, and size of type, the books should be appropriate to the developmental levels of pupils in Grades 1 and 2.

8. Spanish reading textbooks should lead children to experiences with language--i.e., daily opportunities to listen to others, to speak, to see the written language, and ultimately to read original sentences of interest to them.

9. Each textbook must be accompanied by a teacher's edition or manual in English giving information as to the book's purpose, serving as a guide for reading instruction, and suggesting instructional approaches and activities.

10. The books selected should include stories and poems of literary merit and should have value in developing appreciation for children's literature.

Supplementary Reading in Spanish, Grades 1-2

1. Textbooks in Spanish adopted in supplementary reading should be used to reinforce skills and techniques of reading which have been introduced in basic instruction; provide the pupil with materials in which to practice and gain independence in reading; and give pupils the opportunity, with teacher direction, to enrich and deepen conceptual learning and to develop critical thinking.

2. The State Textbook Committee shall select titles which represent a broad range of subject matter and varied formats. The supplementary books, together with the basal readers, should constitute a balanced reading program, in variety, content, and range of difficulty.

3. Since one of the primary functions of the supplementary reader in the primary grades is to provide a meaningful introduction to good Spanish literature for children, the State Textbook Committee shall seek quality literary selections appropriate to the interest and understanding of these children. Supplementary readers should provide variety and balance of literary types, organized around one or more themes that are culturally appropriate for the Spanish speaker. Selections should include durable standards from children's literature, contemporary and classic as well as legends and folklore. The purpose of such content is the development of reading skills, aesthetic understanding, and appreciation. Books selected should also include varied narrative accounts of events, situations, anecdotes, and people, reflecting the roles of diverse cultural and linguistic groups. They may also contain informational readings from other content areas.

4. In readability factors, such as vocabulary, structure and length of sentences, organization of material, size of type, complexity of material and interest level, the selections shall be appropriate to developmental levels of primary children.

5. Generalizations about language should be consistent with current research in such fields as language learning, reading, and linguistics. Reading textbooks should reflect an understanding of, and provisions for, the varieties of language of Texas school pupils.

6. Spanish reading textbooks should be written in a "World Standard" Spanish, i.e. the broad spoken and written style used in common by people of all Spanish-speaking countries for schooling, business, newspapers, magazines, the church, and public discussion. ("World Standard" Spanish varies slightly from region to region.)

7. The State Textbook Committee should select books which demonstrate an awareness of the experiences brought by pupils to school, and reflect the various ethnic groups in Texas.

8. Each title must be accompanied by a teacher's edition or manual in English giving information as to the book's purpose and design for reading instruction.

English As A Second Language, Grades 1-2

1. English as a Second Language (ESL) textbooks offered for adoption must be materials developed especially for teaching English to Spanish speakers.

2. The ESL textbooks for children whose dominant language is Spanish must be based on a contrastive analysis of Spanish and English, rather than being of a general nature and intended for children of varied dominant language backgrounds; i.e., the content and strategies for second language learning must recognize and provide for overcoming interference between the first and second language in sounds, grammar, and vocabulary.

3. The ESL books must be based solidly on modern language teaching methods. Initial textbooks must emphasize the listening and speaking skills. Reading and writing are introduced only after pupils have demonstrated facility in oral language.

4. The ESL books must be organized on a broad psychological base, which integrates the major learning theories. They must be organized to provide real life situations, motor activities, the use of manipulative objects, multiple experiential situations, role playing, dialogs, songs, and games in order to ensure the active involvement of the child in language learning.

5. The ESL books must be sequential in development and implementation. They must provide for appropriate repetition and reinforcement, but there must be a carefully implemented series of steps from the basic to the more complicated structures of the language. Materials must be appropriate in content and complexity for the children for whom they are intended.

6. The ESL books must specify structures in language (sounds, forms of words, order of grammatical elements, and units of meaning) being taught; i.e., there should be precisely stated goals and specifically stated learner objectives.

7. The ESL books must not be an isolated set of facts and information unrelated to other curriculum areas. There must be correlation between ESL content and that of the curriculum offerings in mathematics, science, social studies, music, and other areas.

8. The books must be supported by diagnostic procedures that enable teachers to individualize instruction to meet specific needs of each child. The textbooks should facilitate learning at an individual rate of progress.

9. The ESL books should provide guides in English giving detailed instructions to the teacher. They should facilitate the development of communication skills in English and, where appropriate, in Spanish.

Mathematics in Spanish, Grades 1 and 2

Textbooks written in Spanish shall follow the content descriptions found in Agency Bulletin 730, Mathematics, Level: Kindergarten Through Eight. The content should represent seven mathematical strands, but they should be developed as an integrated whole rather than discrete parts.

The textbooks selected shall provide a program which will encourage the child's development of

- An ability to discover mathematical relationships, to reason logically, and to think critically
- A level of skill in fundamental operations which is realistic for the child
- An interest in, an appreciation for, and enjoyment of mathematics

Textbooks should use the spiral approach that allows for reinforcement. Books should provide:

- Explanations and applications adequate so that the book can be used for self-study
- A variety of teaching methods including student involvement activities
- Diagnostic procedures to assist teachers in planning the pupils' learning experiences
- Materials that can be made a part of a continuous progress program K-8

Textbooks should be accompanied by a teacher's manual or edition in English which provides

- Background mathematics and techniques for presenting topics of content
- Instructions for use of the text for individualized instruction
- Supplementary and reference material for the child's and teacher's use
- Suggestions to the teacher to facilitate the child's developing communication skills in both languages

Social Studies in Spanish, Grades 1 and 2

1. The social studies textbooks in Spanish for Grades 1 and 2 must constitute parts of a sequential program in world studies designed to help children
    - Develop global perspectives and understandings concerning ways of life, past and present; and
    - Learn how to learn.
2. The textbooks in Spanish should
    - Recognize the cultural and historical contributions of ethnic groups in our society;
    - Reflect a respect for individual and cultural differences; and
    - Develop the concept of a pluralistic society.

3. The books should offer content or knowledge objectives planned around basic ideas or concepts drawn from the social science disciplines and should follow the descriptions in the Texas Education Agency publication, Framework for the Social Studies, Grades K-12.

   Textbook content, when appropriate, should give attention to the following:

   - Patriotism, citizenship, the free enterprise system, and career awareness
   - Holidays, festivals, and religious observances of various groups
   - Varied points of view

4. Information relative to minorities should be accurate and complete:

   - Generalizations should be supported by substantiating data and pertinent illustration.
   - Distinction should be made between fact and opinion.
   - Presentations should not perpetuate stereotypes, labels, and outmoded concepts.

5. Social studies textbooks should

   - Avoid distortions; and
   - Include illustrative materials in the textbooks at each grade that is informative, closely related to the content and concepts to be developed, and placed where their use will be most convenient.

6. In addition to pupil texts, a teaching guide, in English, must be provided for Grades 1-2. The guide should be designed to assist teachers by

   - Providing essential background information needed to teach specific instructional units; and
   - Suggesting a variety of meaningful activities, experiences, and strategies.

Science in Spanish, Grades 1 and 2

These books should follow the criteria for English-language books for elementary science, Grades 1-6, described in this Exhibit.

EXHIBIT A (CONTINUED)
DESCRIPTION OF CONTENT

Textbooks for Kindergarten Classrooms: Kindergarten Oral Language Development Systems

General Statement

Language development is fundamental to future success of the kindergarten child in school and in life. Recognizing that language is essentially communication between individuals and is the chief means for participating in the world, language development instruction should consider the diversity of language brought by kindergarten children to school and the range of uses children make of their language skills. Additionally, language development instruction must be responsive to all areas of the child's physical, intellectual, and social development. Language development must be tied to meaningful and relevant experiences in the child's world. Therefore, Kindergarten Oral Language Development Systems should meet criteria in the following areas:

- Child Development
- Language Acquisition and Linguistics
- Research and Development
- Instructional Approaches and Materials
- Classroom Needs

The adoption of instructional systems of oral language development shall consist of two categories:

(1) For English-dominant children, English instructional systems designed to extend and enrich mastery of oral English, including activities which serve as a foundation for reading and writing.

The textbook committee shall recommend no more than ten oral language development instructional systems for English.

(2) For Spanish-dominant children, bilingual (Spanish-English) instructional systems which will extend and enrich mastery of oral Spanish and introduce the beginning skills of reading and writing Spanish when a readiness for these skills has been developed. The system will promote the development of oral English as a second language.

The textbook committee shall recommend no more than five oral language development bilingual (Spanish-English) instructional systems.

The books for instruction in Spanish should not be literal translations from English but should be in idiomatic Spanish with consideration for the interest and ability level of pupils. Guides in English should accompany each book.

Specific criteria for evaluating each oral language development system follow:

It is possible that all the criteria may not be met by any one program; however, it is expected that the State Textbook Committee will recommend those programs which come nearest to meeting all the criteria.

Criteria Relative to Child Development

Language materials must be organized to provide for the following:

I. 1. A variety of levels of learning (range of difficulty)

I. 2. Different ways to learn language

I. 3. Inclusion of many ethnic and cultural backgrounds in materials, and in the case of a bilingual system, inclusion of materials in the Spanish language

I. 4. Use of concrete materials (real objects) and pictorial representations designed to ensure the active involvement of the child

I. 5. Practice in using language through imaginative and dramatic activities

I. 6. Progress in language development for each child which assumes a level of success for each child

I. 7. A positive emotional climate, one in which a child can learn and practice without pressure

I. 8. A broad psychological base, integrating the major learning theories

I. 9. The matching of materials to developmental levels of the young child

I. 10. Language learning through interaction with peers and adults

Criteria Relative to Language Acquisition and Linguistics

Desirable features of material proposed include:

II. 1. Acceptance of varieties of standard English and standard Spanish. Varieties involve age, region, social and economic conditions, ethnicity, as well as previous background and experience

II. 2. Acceptance of various dialects in this country and state (both English and Spanish)

II. 3. Provision for the teacher of means for determining the system of language controlled by the child as well as provision of methods and strategies for extending that system. In a bilingual state such as Texas, this involves extension of English, Spanish, or both.

II. 4. Specification of structures in language (sounds, forms of words, order of grammatical elements, and units of meanings) being taught--i.e., there should be definitely stated goals and learner objectives.

II. 5. Materials based solidly on modern language-teaching methods--both first language and, where appropriate, second language methods. Any bilingual instructional system should demonstrate recognition that first and second languages are not learned in the same way. Further, second language instruction should take into account the first language learned and should be directed at producing bilingual capability.

II. 6. Materials which suggest ways in which language learning can be extended throughout the entire day in addition to the instruction that takes place during a designated language-learning period.

Criteria Relative to Research and Development

III. 1. Information about authors of instructional materials, including the quality of their related work, is communicated to the prospective purchaser. Bibliographies, professional reviews of written work, and relevant experience in the field are included in the data.

III. 2. The rationale and purposes of the developers are stated explicitly and related to a specified body of research and theoretical literature. Complete bibliographical information accompanies citations to existing work.

III. 3. Lucid guidelines for using the material are provided in convenient, durable format. The guidelines follow a systematic scheme consistent with the rationale and stated purposes. The teacher is assisted in adapting the material to learning levels of individuals through a system of learner analysis and subsequent placement. Specific step-by-step directives are provided for the beginning or uninitiated teacher but the guidelines also assist in the development of autonomy and creative application.

III. 4. In advance of offering the material for general distribution and sale, a controlled field test is conducted to determine: (a) appropriateness for the target population defined by such factors as cultural background, developmental levels, and special needs (e.g. language, motor); (b) effectiveness for the specified purposes; and (c) strengths and weaknesses to be considered in revision.

III. 5. The design of the field test is stated in specific terms, including explanations of procedures for achieving points, (a), (b), and (c) under III. 4. above. Scientific research methods are employed in testing the material. The particular research steps or methods employed - e.g., descriptions of instruments, hypotheses, experimental and control groups, sampling methods, statistical treatment, findings-are provided. In addition, the developer reveals the steps that are taken in applying field-test research findings in materials revision.

III. 6. Evaluation of materials is based upon criteria inherent in objectives of the program, in addition to norms of standardized achievement tests. The emphasis is upon individual rather than group achievement.

III. 7. Procedures for training teachers to use the material are included with the material. The developer gives special attention to adapting training modules, units, etc., to equipment which is commonly available in public schools. Personnel prepared to train teachers is available from the publisher (if required) to assist in staff development.

III. 8. The materials are safe and durable. They are free of toxic substances, sharp points and edges, and they can be cleaned by ordinary methods. Since materials designed for classrooms are subject to unusually heavy usage, they must be sturdier than most materials designed for single-family or single-child use. The construction is heavy duty, using durable materials with extensive-use life expectancy of several years with "normal" care. The material is packaged in convenient, easy-to-use form.

III. 9. The price is competitive with that of similar materials available from other sources. The cost of a package of manipulative materials should be competitive with the cost of equivalent items purchased separately in school supply or department stores. The cost for guidebooks should be stated and the guidebooks should be available for separate purchase if supporting materials equivalent to those included in the instructional system or kit are available from other sources.

III. 10. The publisher will provide information for replacement of separate components of the system.

Criteria Relative to Instructional Approaches and Materials

IV. 1. The components of the instructional system include instructional materials for the children, teacher's guide, criterion-referenced diagnostic instruments and parent-involvement strategies and materials.

IV. 2. The target audience for the instructional system is clearly defined, and empirical evidence supporting the effectiveness of the instructional system with the target audience is available.

IV. 3. The content of the instructional system encompasses a multi-disciplinary approach to language development which focuses on process goals (i.e., encoding and decoding). Goals in subject matter areas, such as science, social studies, mathematics, music, art, and dramatics, are designed to assist the attainment of these process goals. Objectives are clearly stated for the instructional system.

IV. 4. The sequential organization of the instructional system reflects developmental principles of learning. The stimuli utilized in initial learning experiences begin at the concrete level (objects) and progress systematically to more abstract levels (pictorial representation, symbols). The level of response required of the child reflects sequential principles (begins with simple motor responses and verbal responses and becomes more complex in both motor and verbal responses).

IV. 5. All necessary materials for the instructional system--instructional materials and teacher training materials--are available and a process has been documented which describes time requirements and how these materials are to be used.

IV. 6. The instructional system has the flexibility to be used in a full-day or half-day program during the school year.

IV. 7. The rationale for the instructional system is based on developmental goals appropriate for young children, and the system is designed to accommodate various levels of development.

IV. 8. The content and teaching strategies of the instructional system are congruent with the culture and ethnicity of the children who will use the material.

IV. 9. The instructional system permits flexible grouping of the children and will accommodate appropriate modifications and adaptations by the teacher.

IV. 10. The instructional system is supported by diagnostic instruments that enable the teacher to individualize instruction in order to meet specific needs of each child.

Criteria Relative to Classroom Needs

V. 1. The instructional system is based on activities, interests, and experiences of the child.

V. 2. It is broad enough to include vocabulary from many curriculum areas.

V. 3. It is organized around classroom learning centers.

V. 4. It allows for flexibility in use.

V. 5. The system is introduced in the child's own language or language variation.

V. 6. It is adjustable to different levels of maturity of the five-year old.

V. 7. The system builds listening and speaking skills.

V. 8. Enough structure is provided to teach word and sentence patterns and usage appropriate to various situations.

V. 9. Useful repetition is provided.

V. 10. Oral practice of patterns is included for recording and playback.

V. 11. A teacher's manual and resource guide are included.

V. 12. The system includes suggestions for classroom learning centers, lists of materials needed, and a suggested schedule that allows time for discovery and personal involvement.

V. 13. The system provides manipulatives, pictures, and related visuals, filmstrips, records or tapes, games, and art activities.

V. 14. It includes student response materials and provides for regular testing.

V. 15. Components for parental involvement and staff development are offered.

EXHIBIT A (CONTINUED)
DESCRIPTION OF CONTENT

Textbooks for Bilingual Classrooms: Systems for Bilingual Instruction, Grades 1 and 2

General Criteria for Systems in Subject Areas

Stated goals and assumptions of each system offered for bilingual education provide evidence that the system is based on an understanding of the nature of knowledge, values, language, and language learning appropriate to instruction in and through Spanish and in English as a Second Language. In addition, the system provides for optimum development of the children's abilities and supports the position that children should become

. learners of skills, concepts, attitudes, and facts;
. aware of the world of work and their relation to it;
. creative and divergent thinkers;
. skilled in listening, speaking, reading, and writing in two languages;
. bicultural individuals, and thus conscious of themselves and others as members of a multicultural society.

Objectives of the system recognize and build upon the strengths of the home culture, and teach about the mainstream culture. Content and strategies of the system deal with all three domains: cognitive, affective, and psychomotor.

Because the systems sought in this adoption should be consistent with systems for kindergarten for bilingual instruction, general criteria in evaluating the oral language development systems pertain here. Four of five areas, listed as follows, should be used in evaluating the subject matter systems for Grades 1 and 2. (Refer to Description of Content--Kindergarten Oral Language Development Systems.)

I. Child Development - Criteria 1-5, 7-9
II. Language Acquisition and Linguistics - Criteria 1-6, applicable in Language Development systems
III. Research and Development - Criteria 1-10
IV. Instructional Approaches and Materials - 1,2,4,5,7-10
V. Classroom Needs - Criteria 1,2,4,5,11,14,15.

It is possible that all the criteria may not be met by any one program; however, it is expected that the State Textbook Committee will recommend those programs which come nearest to meeting all the criteria.

The Textbook Committee shall recommend no more than five instructional systems in each of the following subject areas:

- Spanish Language Development Systems
- Basal Reading Systems in Spanish
- Supplementary Reading Systems in Spanish
- English as a Second Language Systems
- Mathematics Systems in Spanish
- Social Studies Systems in Spanish
- Science Systems in Spanish

Specific Criteria for Systems in Subject Areas

The systems sought in this adoption parallel the content descriptions in subject areas which have textbooks in current adoption, with the exception of English as a Second Language. For this reason, specific content criteria for textbooks and systems are the same. Refer to Description of Content -- Textbooks for Bilingual Instruction in this Exhibit.

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

November 19, 1973

Mr. Federico Vidaurri, Adviser
San Diego City Schools
Materials Acquisition Project
2950 National Avenue
San Diego, California 92113

Dear Mr. Vidaurri:

Your letter of October 10 was referred to me. First, let me thank you for sending me the bulletin entitled "Materiales en Marcha."

In your letter you asked some questions about textbook selection in the state of Wisconsin. Actually, we have no such procedures. Textbook selection is a matter of local option. It is our belief that the local school should know its situation best and should adapt materials and instructional techniques to fit the needs of students as they exist in the local situation. This philosophy includes young people whose dominant language is one other than English.

We have a very strong bilingual education bill pending in the state legislature. If it passes, any school district with ten or more youngsters whose dominant language is not English will be required to offer a bilingual-bicultural program. If this is so, many of our school districts will be badly in need of materials for the Spanish-dominant child grades K-12.

I hope this information proves useful.

Sincerely,

Frank Grittner

Frank M. Grittner, Specialist
Foreign Language Education

fmg dkd

126 Langdon Street, Madison, Wisconsin 53702

SAN DIEGO CITY SCHOOLS

SCHOOL DISTRICT GUIDELINES FOR TEXTBOOK ADOPTION

The school districts also frequently have guidelines for textbook adoption. Here is an example of the selection calendar for the San Diego Unified School District.

SAN DIEGO CITY SCHOOLS
Programs Division

SECONDARY TEXTBOOK SELECTION CALENDAR
1973-74

uence of Activities Leading to the Selection and Purchase of Basic and Supplementary Textbooks

	1974-75 Adoptions	1975-76 Adoptions
TEMBER 1973 through UARY 1974	Textbook committees review and select books to be recommended for basic and supplementary adoption.	Curriculum committees initiate study of recommendations for basic adoptions to be considered for 1975-76 (due May 1, 1974).
RCH 1, 1974	Specialists submit to Director of Instructional Services textbook recommendations for 1974-75 textbook list.	
IL 2, 1974	Approved list of basic and supplementary texts is revised to incorporate committee recommendations. Specialists prepare estimate of quantities of books required and costs of each adoption. Director, Instructional Services, submits recommendations for 1974-75 textbook list to Curriculum and Division councils for review.	
IL 8, 1974	Director, Instructional Services, prepares a revised adoption budget.	
IL 15, 1974	Recommended summary of revisions to the 1974-75 textbook list sent to all secondary principals for study prior to action regarding approval at the April 23 & 24 principals meetings.	
IL 23 & 24, 74	Recommendations submitted to secondary principals for review.	
IL 30, 1974	1974-75 list of basic and supplementary texts sent to Board of Education for approval.	
1, 1974	Copies of the 1974-75 list of approved basic and supplementary texts sent to all secondary schools. Summary report of [illegible] supplementary texts sent to all publishers. Survey of school textbook inventory and enrollment estimate forms for new basic adoptions are sent to the schools	(See other side)

SECONDARY TEXTBOOK SELECTION CALENDAR (Continued)
1973-74

equence of Activities Leading to the Selection and Purchase of Basic and Supplementary Textb

	1974-75 Adoptions	1975-76 Adoptions
AY 17, 1974	1974-75 adoption budget drawn up in final form. Specialists send textbook distribution lists to Director, Instructional Services.	Recommendations for 1975-76 basic textbook adoptions reviewed by Curriculum and Division councils and secondary principals. Specialists should submit course descriptions with recommendations, if possible.
UNE 1974	Basic and experimental texts ordered by Instructional Media Department	Final deadline for submitting course descriptions.
UGUST 1974		Adoption plans reviewed by Superintendent's Council. Written notice mailed to all publishers of areas open for 1975-76 adoptions.
EPTEMBER 1974 through JANUARY 1975		Textbook committees review and select books to be recommended for basic and supplementary adoption, 1975-76. 1976-77 Adoptions Curriculum development committees develop recommendations for basic adoptions to be considered for 1976-77 (due May 1, 1975).

DLC:fs

SECTION III

SECCION III

DECRETOS FEDERALES Y ESTATALES QUE AFECTAN A LA EDUCACION BILINGÜE

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INTRODUCCION

Varias leyes federales y estatales y varias determinaciones de los tribunales federales recientemente han decretado que se les debe dar la misma oportunidad educacional a los estudiantes que no hablan inglés o que lo hablan limitadamente que a los estudiantes angloparlantes. Esto debe hacerse mediante la enseñanza en la lengua materna. En seguida citamos partes de los siguientes decretos: la ley federal HR-69; el decreto Lau v. Nichols del Tribunal Supremo; los decretos Aspira v. Board of Education y Portales v. Board of Education de Cortes Federales, y la ley del estado de Texas S. B. Nº 121.

SECTION III

FEDERAL AND STATE DECREES THAT AFFECT BILINGUAL EDUCATION

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INTRODUCTION

A number of federal and state laws and federal court decisions recently have decreed that non-English-speaking and limited-English-speaking students must be given the same educational opportunity that is given to English-speaking children. This is to be done through instruction in the non-English mother tongue.

ELEMENTARY AND SECONDARY EDUCATION ACT (Title VII)
Public Law 93-380 (H.R. 69)

H.R. 69 defines bilingual education as "a full-time program of instruction, designed for children of limited English-speaking ability in elementary and secondary school, in which there is instruction in both the native language of such children and in English, given with appreciation of the cultural heritage of such children....."

Grants will be made on application from local education agencies or by colleges and LEA's jointly, for "establishment, operation, and improvement" of bilingual education programs for auxiliary and supplementary community activities such as adult and preschool programs, for training personnel, and for technical assistance.

In distributing funds, the Commissioner of Education is to treat all areas of the country equitably, but he is also instructed to give priority to areas with greatest need of bilingual programs.

Of particular interest are the provision of the Bilingual Education Act. The breakdown for the fiscal years 1974-1978 is as follows:

Fiscal Year	Authorization
1974	135,000,000
1975	135,000,000
1976	140,000,000
1977	150,000,000
1978	160,000,000

In addition the Bilingual Education Act stipulated:

a) That $16 million dollars be spent for teacher training.
b) That $39.2 million dollars be spent for the coordination of state programs.
c) That at least 100 fellowships be available for the training of teachers in Bilingual Education.
d) That $5 million dollars be granted to the National Institute of Education (N.I.E.) to conduct bilingual research and demonstration projects.
e) That $50 million dollars be given for bilingual programming under the Emergency School Aid Act.
f) That the Office of Bilingual Education must conduct a national assessment of the number of children in the United States who require bilingual instruction. This report must be presented to Congress no later than July 1, 1977.

During the 1974 fiscal year approximately 59 million dollars was appropiated for bilingual programs in the nation. The programs included the following languages: Spanish, Navajo, Yupek, Portuguese, Cantonese, Japanese, Chinese, French, Cree, Crow, Cheyenne, Apache, Russian, Tagalog, Papago, and Greek. We have come a long way since 1968 but there still remains a vast number of children in the nation who are left out of the educational process because of their inability to speak English. President Ford has requested only $70,000,000 for bilingual education for the fiscal year 1975 out of the authorized appropiation of $135,000,000.

EXCERPTS FROM LAU et al. v. NICHOLS et al. DECREE

HEW, which has authority to promulgate regulations prohibiting discrimination in federally assisted school systems, 42 U.S.C. sec. 2000 (d) in 1968 issued one guideline that "school systems are responsible for assuring that students of a particular race, color, or national origin are not denied the opportunity to obtain the education generally obtained by other students in the system." 33 CFR sec. 4955. In 1970 HEW made the guidelines more specific, requiring school districts that were federally funded "to rectify the language deficiency in order to open the instruction to students who had "linguistic deficiencies." 35 Fed. Reg. 11595.

……

Discrimination among students on account of race or national origin that is prohibited includes "discrimination in the availability or use of any academic... or other facilities of the grantee or other recipient." Id., 80.5(b).

……

"Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students." (Pet. Br. App. 1a).

……

"Simple justice requires that public funds, to which all taxpayers of all races contribute, not be spent in any fashion which encourages, entrenches, subsidizes, or results in racial discrimination."

EXCERPTS OF ASPIRA CONSENT DECREE PROVISIONS AS PER PUERTO RICAN LEGAL DEFENSE & EDUCATION FUND, INC.

1. An improved method for accurately and systematically identifying and classifying children who are Spanish speaking or Spanish surnamed will be designed and implemented by the Board of Education.

2. All children whose English language deficiency prevents them from effectively participating in the learning process and who can more effectively participate in Spanish shall receive: (a) a planned and systematic program designed to develop the child's ability to speak, understand, read and write the English language (a subject matter course taught in English, however, shall not constitute such a program;) and a child should receive intensive instruction in English at times other than the periods in which he/she is scheduled to receive instruction in substantive courses in Spanish; (b) instruction in substantive courses in Spanish (e.g. courses in mathematics, science, and social studies) which is to say, a child is not to receive instruction in any substantive courses in a language which prevents his/her effective participation in any such course, rather than in a language in which he/she can more effectively participate; (c) a planned and systematic program designed to reinforce and develop the child's use of Spanish; and, a planned and systematic program designed to introduce reading comprehension in Spanish to those children entering the school system whose reading readiness assessment indicates the need therefore. In addition to the foregoing elements, (hereinafter referred to as the "Program") and not at the expense of those elements, an important element of the above Program will be that the students receiving instruction will spend maximum time with other children so as to avoid isolation and segregation from their peers.

3. Materials used in the Program shall avoid negative stereotypes of members of any ethnic or racial group, and, shall positively reflect, where appropriate, the culture of the children within the Program. Additionally, any personnel training program shall continue to be sensitive to the cultural diversities of children.

4. It is necessary to have an adequate staff for the purpose of implementing the Program. In that connection, a professional in the Program shall: (a) be fluent in the Spanish language, and able to fully comprehend and express himself in written Spanish; (b) possess the requisite content and knowledge skills in the substantive courses in which he teaches; (c) possess the requisite pedagogical skills; and (d) be capable of reading, writing, and speaking English.

5. The Chancellor shall, no later than October 30, 1974, identify a sufficient number of elementary schools, junior high schools, and high schools as Pilot Schools. By the beginning of the second semester of the 1974-75 school year, these Pilot Schools shall provide all elements of the Program to all children within the defined class attending those schools.

EXCERPTS FROM PORTALES DECREE

...While Spanish surnamed children are required to attend school, and if they attend public schools the courses must be taught in English, Portales school district has failed to institute a program which will rectify language deficiencies so that these children will receive a meaningful education. The Portales school curriculum, which has the effect of discrimination even though probably no purposeful design is present, therefore violates the requisites of Title VII and the requirement imposed by or pursuant to HEW regulations. Lau, supra.

....

In following the spirit of Swann, supra, we believe the trial court, under its inherent equitable power, can properly fashion a bilingual-bicultural program which will assure that Spanish surnamed children receive a meaningful education. See also Green v. School Bd., 391 U.S. 430 (1968); Brown v. Bd. of Education (II), 349 U.S. 294 (1955)....

EXCERPTS FROM TEXAS S.B. No. 121

Section 21.451

...Experience has shown that public school clases in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language. The legislature believes that a compensatory program of bilingual education can meet the needs of these children and facilitate their integration into the regular school curriculum. Therefore, pursuant to the policy of the state to insure equal educational opportunity to every child, and in recognition of the educational needs of children of limited English-speaking ability, it is the purpose of this subchapter to provide for the establishment of bilingual education programs in the public schools and to provide supplemental financial assistance to help local school districts meet the extra costs of the programs.

……

(b) Beginning with the 1974-75 scholastic year, each school district which has an enrollment of 20 or more children of limited English-speaking ability in any language classification in the same grade level during the preceding scholastic year, and which does not have a program of bilingual instruction which accomplishes the state policy set out in Section 21.451 of this Act, shall institute a program of bilingual instruction for the children in each language classification commencing in the first grade, and shall increase the program by one grade each year until bilingual instruction is offered in each grade up to the sixth. The board may establish a program with respect to a language classification with less than 20 children.

Section 21.454

(a) The bilingual education program established by a school district shall be a full-time program of instruction (1) in all subjects required by law or by the school district, which shall be given in the native language of the children of limited English-speaking ability who are enrolled in the program, and in the English language; (2) in the comprehension, speaking, reading, and writing of the native language of the children of limited English-speaking ability who are enrolled in the program, and in the comprehension, speaking, reading, and writing of the English language; and (3) in the history and culture associated with the native language of the children of limited English-speaking ability who are enrolled in the program, and in the history and culture of the United States.

(b) In predominantly nonverbal subjects, such as art, music, and physical education, children of limited English-speaking ability shall participate fully with their English-speaking contemporaries in regular classes provided in the subjects.

(c) Elective courses included in the curriculum may be taught in a language other than English.

(d) Each school district shall insure to children enrolled in the program a meaningful opportunity to participate fully with other children in all extracurricular activities.

Section 21.455.

(a) Every school-age child of limited English-speaking ability residing within a school district required to provide a bilingual program for his classification shall be enrolled in the program for a period of three years or until he achieves a level of English language proficiency which will be enable him to perform successfully in classes in which instruction is given only in English, whichever first occurs.

(b) A child of limited English-speaking ability enrolled in a program of bilingual education may continue in that program for a period longer than three years with the approval of the school district and the child's parents or legal guardian.

……

Section 12.04

(a) The State Board of Education shall acquire, purchase, and contract for, with bids, subject to rules and regulations adopted by the board, free textbooks and supporting media for use in bilingual education programs conducted in the public school systems of this state.

(b) The textbooks and supporting media shall be paid for out of the textbook fund and shall be the property of the State of Texas, to be controlled, distributed, and disposed of pursuant to board regulations.

As of this writing, February 20, 1975, it is the understanding of the MAP staff that the state of California has passed a law, A B 127, which requires that every school that has 15% or more limited- or non-English speakers institute bilingual education.

A estas fechas, Febrero 20 de 1975, el personal de MAP tiene entendido que el Estado de California ha pasado una ley, A B 127, que requiere que cualquier escuela que tenga un 15% o más de alumnos que no hablen inglés o lo hablen limitadamente instituya educación bilingüe.

ADENDA - Español

RECONOCIMIENTOS

Queremos expresar nuestro agradecimiento a las personas cuyos nombres aparecen en las páginas siguientes por la cooperación que prestaron en la elaboración de este manual.

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ADDENDA - English

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